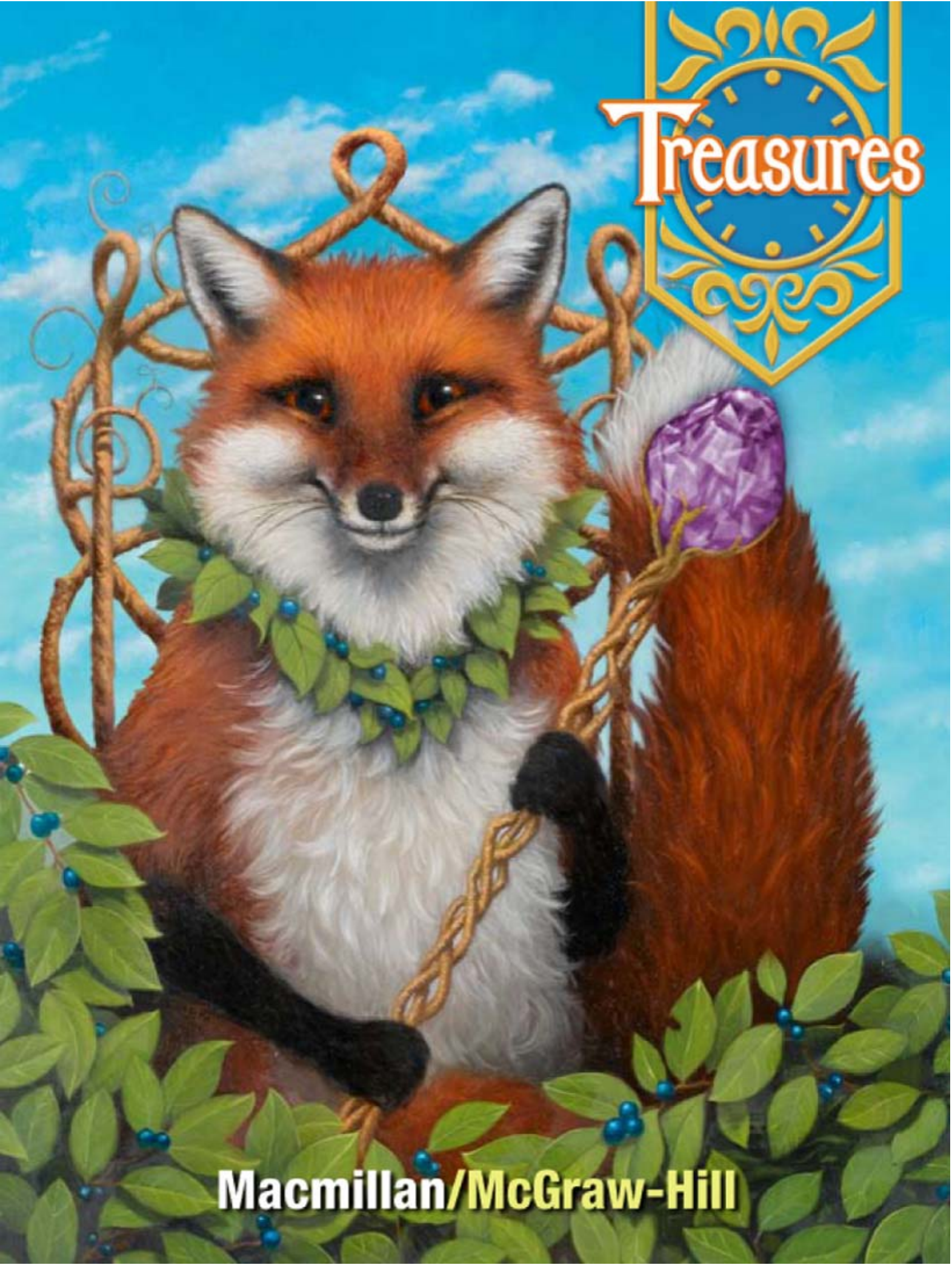


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Treasures

Macmillan/McGraw-Hill



A Reading/Language Arts Program



**Macmillan
McGraw-Hill**

Contributors

Time Magazine, Accelerated Reader



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A

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A Reading/Language Arts Program

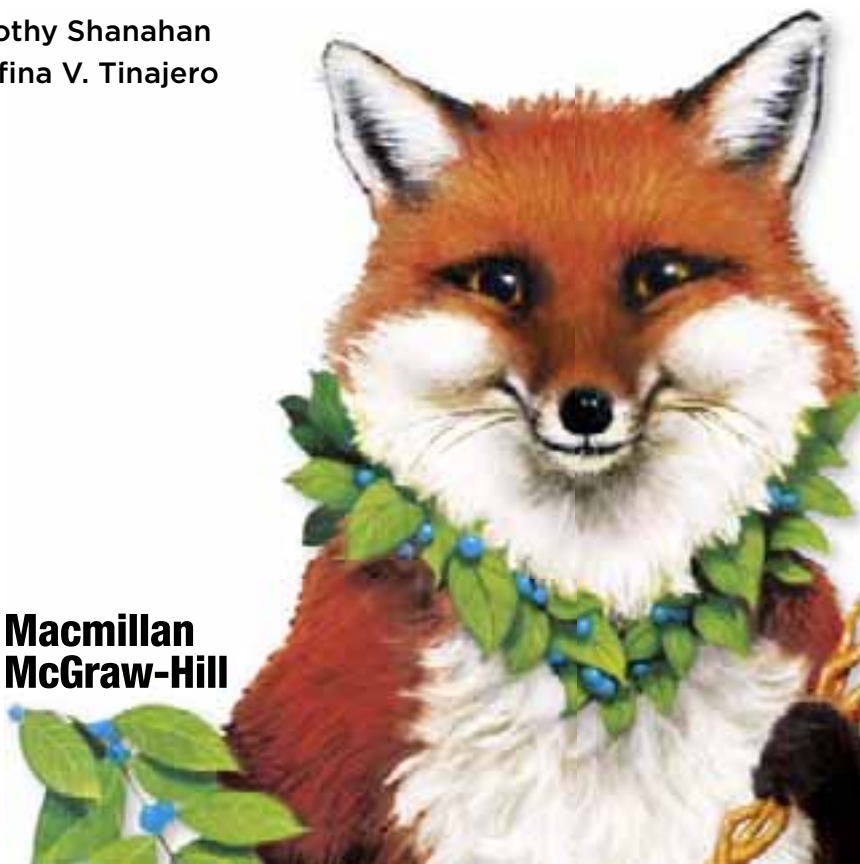


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Unit 1

Our World



THEME: New Beginnings

Talk About It10

Tina's Try-Out Day

Vocabulary/Comprehension: Character, Setting, Plot... 12

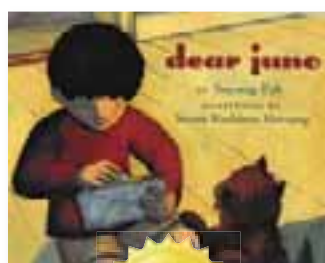
First Day Jitters Humorous Fiction14

By Julie Danneberg, illustrated by Judy Love

Making New Friends Health 34

By Jan Smith

Writing: **Personal Narrative** 36



THEME: Keeping in Touch

Talk About It 38

Mail for Matty

Vocabulary/Comprehension: Character, Setting, Plot... 40

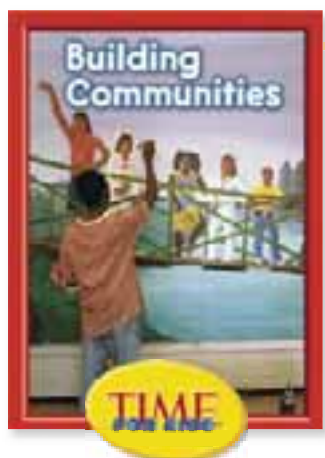
Dear Juno Realistic Fiction 42

By Soyung Pak, illustrated by Susan Kathleen Hartung

How We Keep in Touch Social Studies 68

By Eric Michaels

Writing: **Personal Narrative** 72



THEME: Building Communities

Talk About It 74

Home Sweet Harlem

Vocabulary/Comprehension: Main Idea and Details ... 76

Whose Habitat Is It? Nonfiction Article 78

All Are Equal: It's the Law! Social Studies .. 82

Writing: **Extended Response to Literature** 84





THEME: Antarctic Life

Talk About It 86

Life in Antarctica

Vocabulary/Comprehension: Main Idea and Details 88

Penguin Chick **Narrative Nonfiction** 90

By Betty Tatham, illustrated by Helen K. Davie

Antarctic Anthem **Poetry** 112

By Judy Sierra

Writing: **Poem** 114



THEME: People and Their Pets

Talk About It 116

Choosing a Pet

Vocabulary/Comprehension: Problem and Solution 118

The Perfect Pet **Humorous Fiction** 120

By Margie Palatini, illustrated by Bruce Whatley

Pets: True or False? **Science** 142

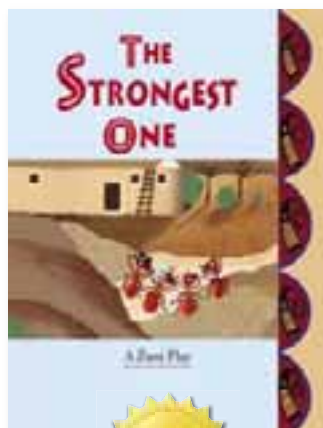
By Gillian Reed

Writing: **Personal Narrative** 146



Test Strategy: Think and Search

Evan's Welcome **Drama** 148



THEME: Putting on a Performance

Talk About It152

The Wind and the Sun: An Aesop's Fable

Vocabulary/Comprehension: Summarize154

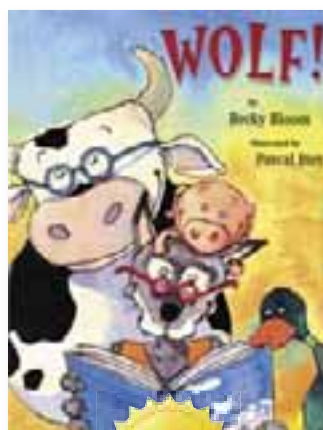
The Strongest One **Play**156

By Joseph Bruchac, illustrated by Lucia Angela Perez

Behind the Scenes at a Play **Performing Arts**172

By Candice Bertoline

Writing: **Persuasive Writing**176



THEME: Wolves

Talk About It178

The Boy Who Cried Wolf

Vocabulary/Comprehension: Fantasy and Reality.....180

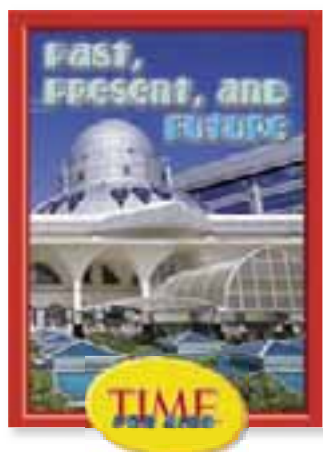
Wolf! **Fantasy**182

By Becky Bloom, illustrated by Pascal Biet

The Truth About Wolves **Science**206

By Paul Netcher

Writing: **Persuasive Writing**210



THEME: Past, Present, and Future

Talk About It212

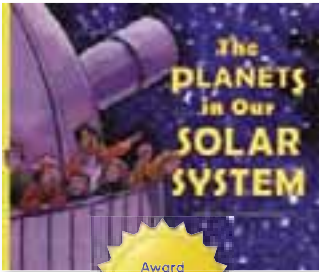
Where Did the First Americans Live?

Vocabulary/Comprehension: Fact and Opinion.....214

What's in Store for the Future? **Nonfiction Article**216

Will Robots Do All the Work? **Social Studies**220

Writing: **Personal Narrative**222



THEME: Out in Space

Talk About It 224

Constellations: Pictures in the Sky

Vocabulary/Comprehension: Summarize 226

The Planets in Our

Solar System **Informational Nonfiction** 228

By Franklyn M. Branley, illustrated by Kevin O'Malley

Star Research **Science** 250

Writing: **Persuasive Writing** 254



THEME: Being a Writer

Talk About It 256

Talking to Lulu Delacre, Children's Author

Vocabulary/Comprehension: Author's Purpose 258

Author: A True Story **Autobiography** 260

By Helen Lester

Where I Sit Writing **Poetry** 274

By Allan Ahlberg

Writing: **Persuasive Writing** 276



Test Strategy: Author and Me

Venus Flytrap: The Plant

with Bite! **Informational Nonfiction** 278



THEME: Food Around the World

Talk About It 282

Family Feast

Vocabulary/Comprehension: Make Inferences 284

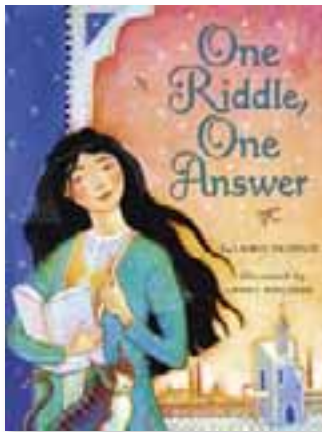
Stone Soup **Folktale** 286

By Jon J Muth

What's for Lunch? **Social Studies** 308

By Leonard Mercury

Writing: **Personal Narrative** 312



THEME: Solving Riddles

Talk About It 314

Count on Detective Drake!

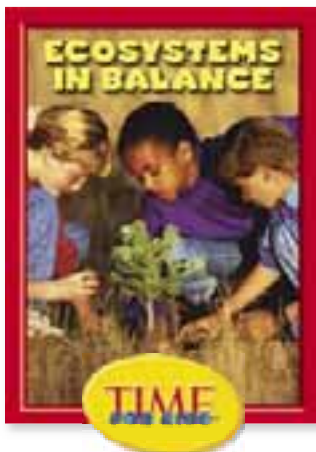
Vocabulary/Comprehension: Plot and Setting 316

One Riddle, One Answer **Fairy Tale** 318

By Lauren Thompson, illustrated by Linda S. Wingerter

Haiku **Poetry** 336

Writing: **Story** 338



THEME: Ecosystems in Balance

Talk About It 340

For the Birds!

Vocabulary/Comprehension: Cause and Effect 342

Saving the Sand Dunes **Nonfiction Article** 344

Frog Frenzy! **Science** 348

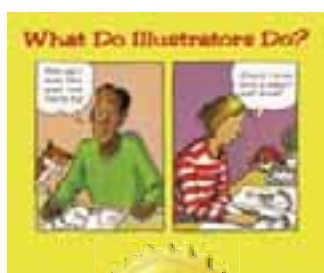
Writing: **Persuasive Writing** 350





THEME: Making Journeys

Talk About It	352
My Winter Vacation	
Vocabulary/Comprehension: Make Inferences	354
The Jones Family Express Realistic Fiction ..	356
By Javaka Steptoe	
Tips for Trips Social Studies	380
By Lauren Eckler	
Writing: Story	382



THEME: The Art of Illustrating

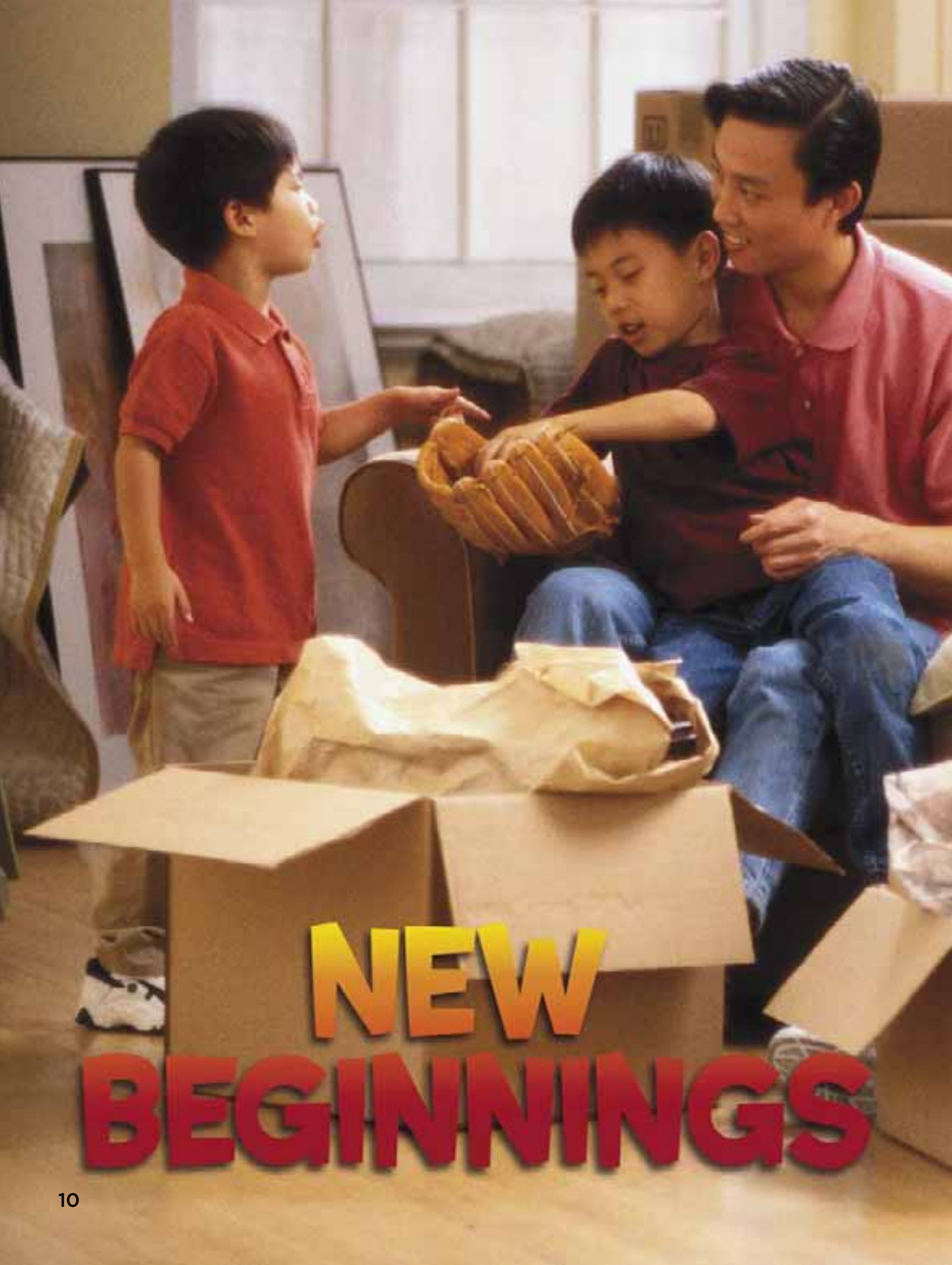
Talk About It	384
Draw!	
Vocabulary/Comprehension: Sequence	386
What Do Illustrators Do? Narrative Nonfiction	388
By Eileen Christelow	
Jobs in Animation Fine Arts	412
By Lisa Soo	
Writing: Play	416



Test Strategy: Right There

Design Your Own Journal Directions	418
--	-----

Glossary	422
-----------------------	-----



NEW BEGINNINGS



Talk About It

Change can be difficult.
How do you feel about new
people, places, and things?



Find out more about
new beginnings at
www.macmillanmh.com

Vocabulary

downstairs chuckled
nervous nonsense
fumbled trudged

Word Parts

Compound Words are words that are made up of two smaller words.

down + stairs = *downstairs*



TINA'S TRY-OUT DAY

by Amy Helfer

Tina woke up to her buzzing alarm clock. She rubbed her eyes and wondered why she was up so early. Then she remembered: it was try-out day!

THE BIG DAY

A few weeks ago, Tina decided she would try out for the Comets, her school's softball team. Tina ran **downstairs** to the kitchen. "Mom!" she shouted. "It's try-out day!"

"I know," answered Mom. "I made you breakfast."

Tina rubbed her stomach. "I think I'm too **nervous** to eat."

"You'll have more energy if you do," said Mom.

Tina still felt a bit sick, but she ate some breakfast anyway. Then she ran up to her room and **fumbled** into her clothes.

"Slow down!" Mom **chuckled**. "You'll use up all your energy before you get there."

ON THE FIELD

Tina got to the field early, but it seemed like everyone else did, too.

"What am I doing here?" Tina asked herself. "I'll never make the team."

Her mom gave her a hug. “That’s **nonsense**,” she said. “Get out there and do your best. You will be great!”

PLAY BALL!

The girls had to run, field, bat, catch, and throw balls. Even though Tina stumbled while fielding, she thought she did well.

Afterward, Tina was really tired and **trudged** off the field. One of the coaches called her name. “What do you think, Tina?” she asked. “Would you like to join the Comets?”

Tina forgot how tired she was and jumped high into the air. “Oh, boy,” she shouted. “Would I ever!”



Reread for Comprehension



Analyze Story Structure

Character, Setting, Plot

Every story has characters, a setting, and a plot. They make up the story’s structure. Characters are people in the story. The setting is when and where the story takes place. The plot tells all the events in the story. It has a beginning, middle, and end.

A Story Map helps you analyze the story structure. Reread the story to find the characters, setting, and what happened at the beginning, middle, and end.



Comprehension

Genre

Humorous Fiction is a made-up story written to make the reader laugh.



Analyze Story Structure

Character, Setting, Plot

As you read, use your Story Map.



Read to Find Out

Why does Sarah try to avoid going to school?



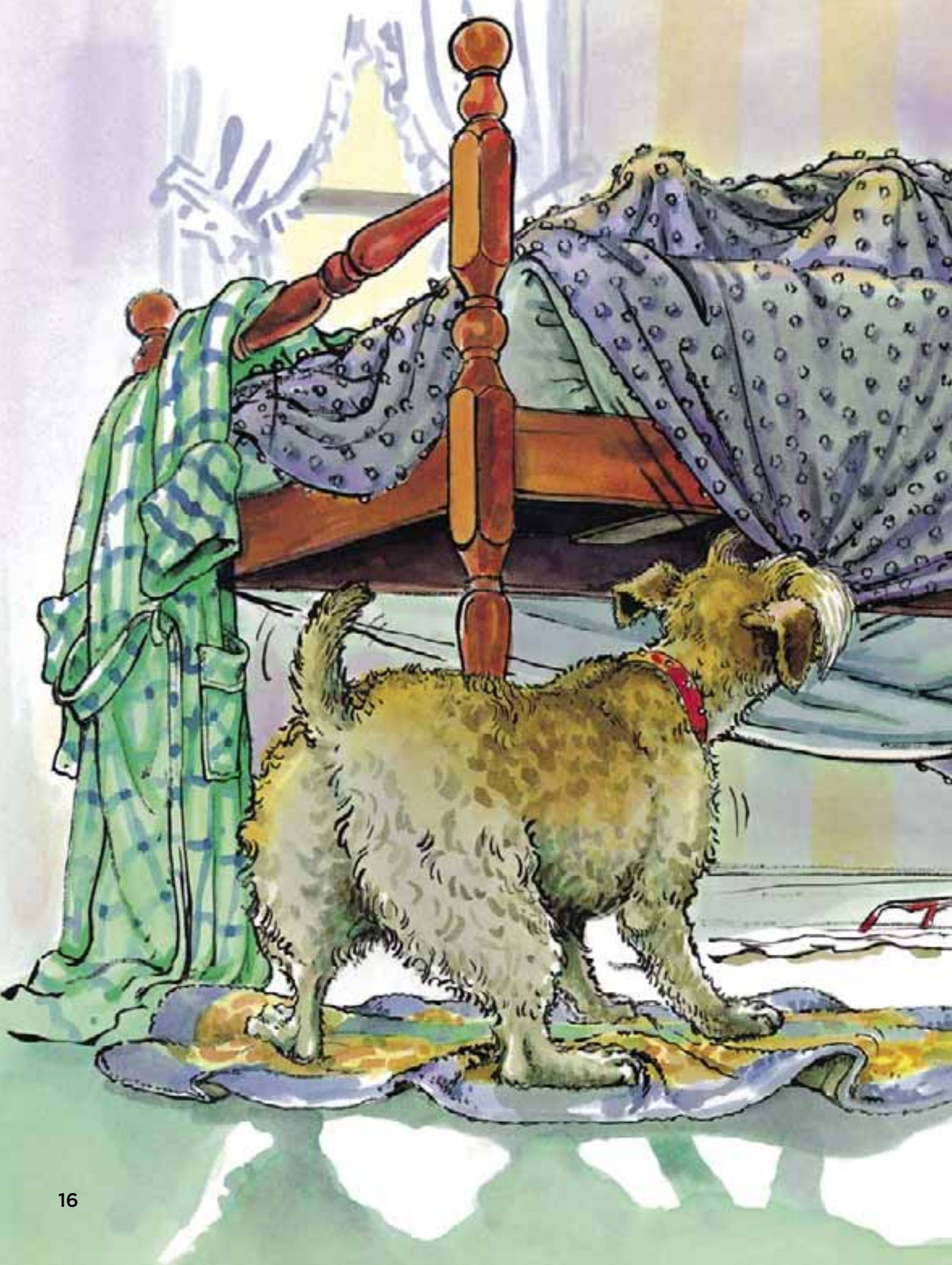
FIRST DAY JITTERS



by
JULIE DANNEBERG

illustrated by
JUDY LOVE







"Sarah, dear, time to get out of bed," Mr. Hartwell said, poking his head through the bedroom doorway. "You don't want to miss the first day at your new school do you?"

"I'm not going," said Sarah, and pulled the covers over her head.

"Of course you're going, honey," said Mr. Hartwell, as he walked over to the window and snapped up the shade.

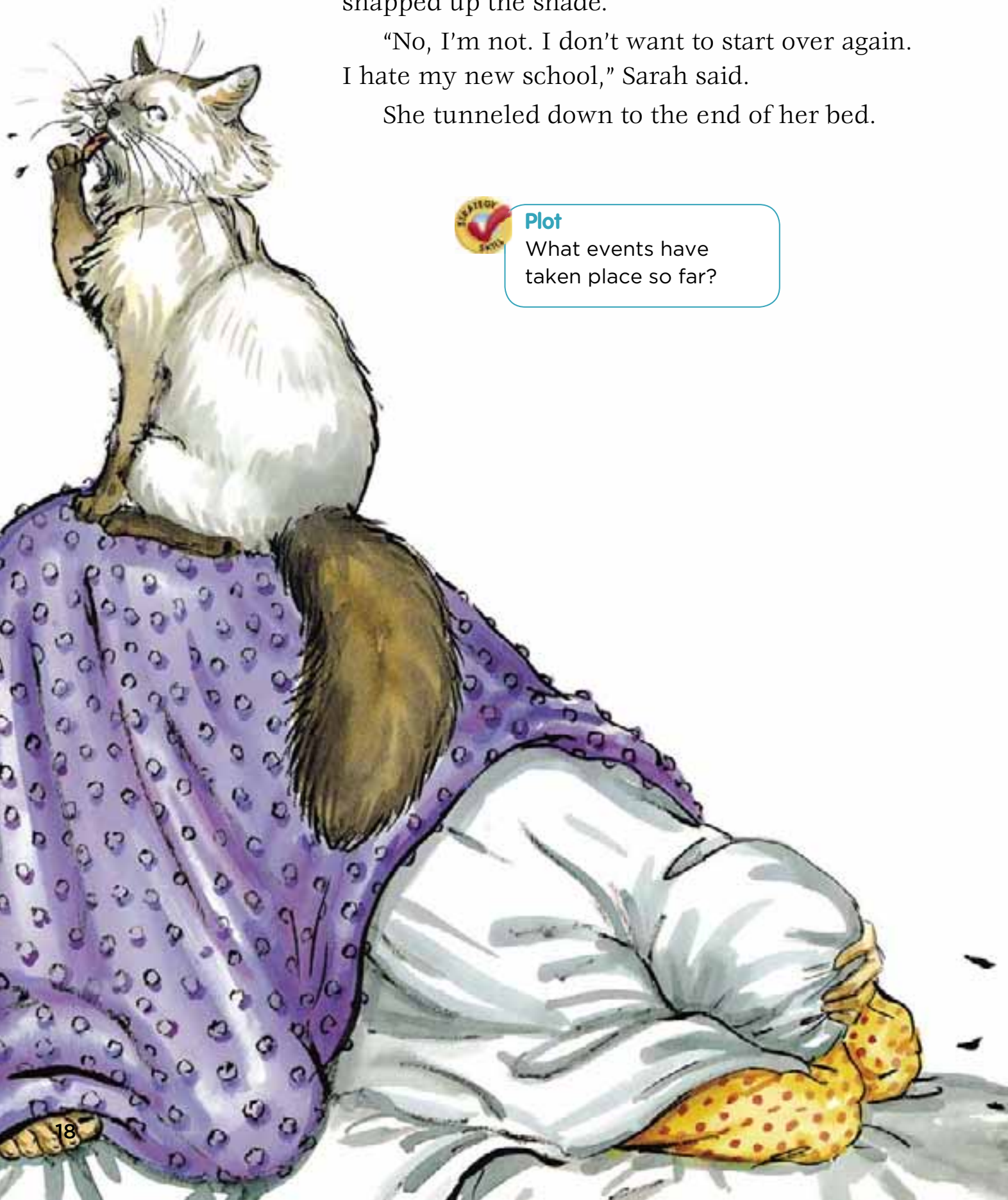
"No, I'm not. I don't want to start over again. I hate my new school," Sarah said.

She tunneled down to the end of her bed.

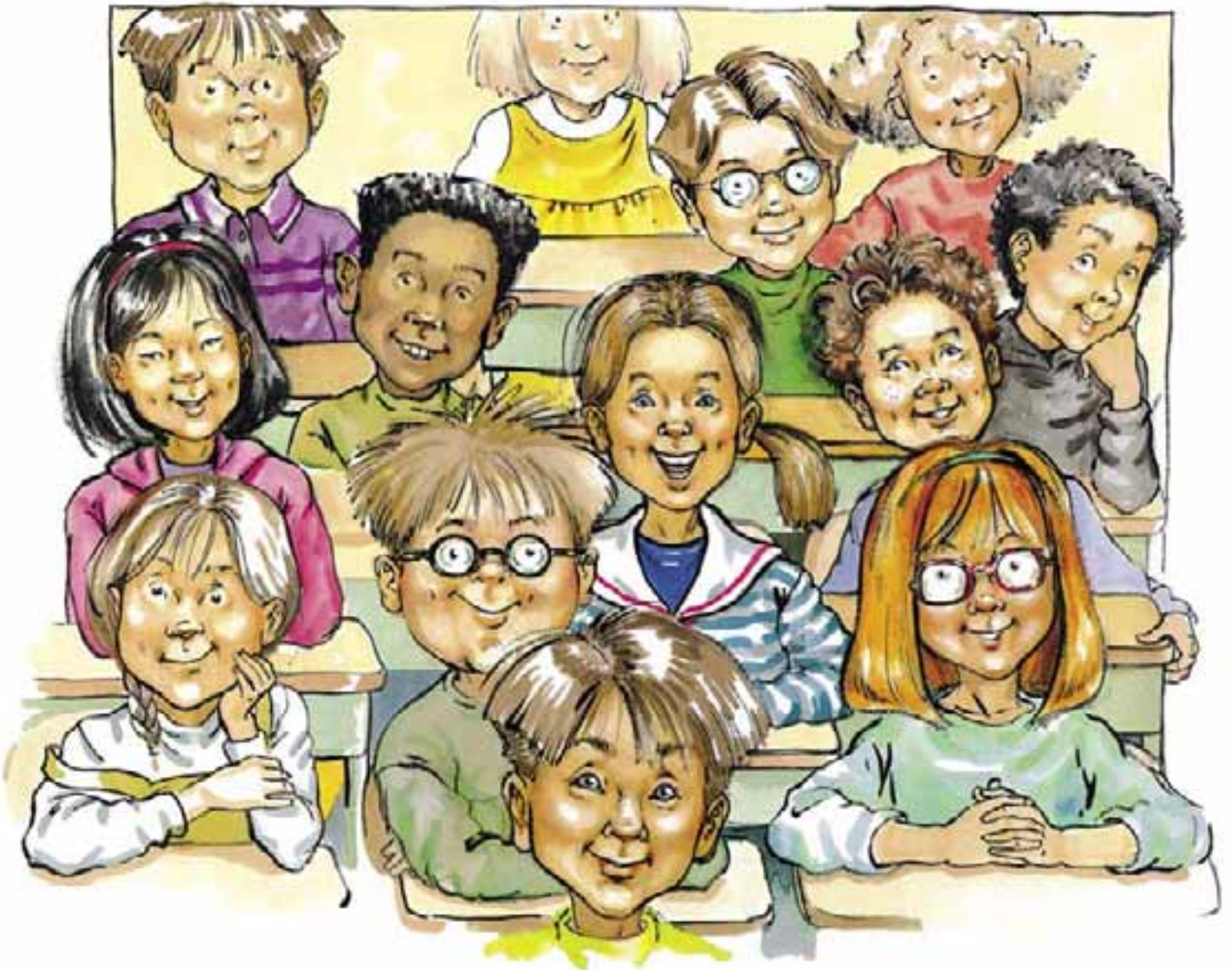


Plot

What events have taken place so far?







“How can you hate your new school, sweetheart?”
Mr. Hartwell **chuckled**. “You’ve never been there
before! Don’t worry. You liked your other school, you’ll
like this one. Besides, just think of all the new friends
you’ll meet.”



“That’s just it. I don’t know anybody, and it will be hard, and ... I just hate it, that’s all.”

“What will everyone think if you aren’t there? We told them you were coming!”

“They will think that I am lucky and they will wish that they were at home in bed like me.”

Mr. Hartwell sighed. “Sarah Jane Hartwell, I’m not playing this silly game one second longer. I’ll see you **downstairs** in five minutes.”





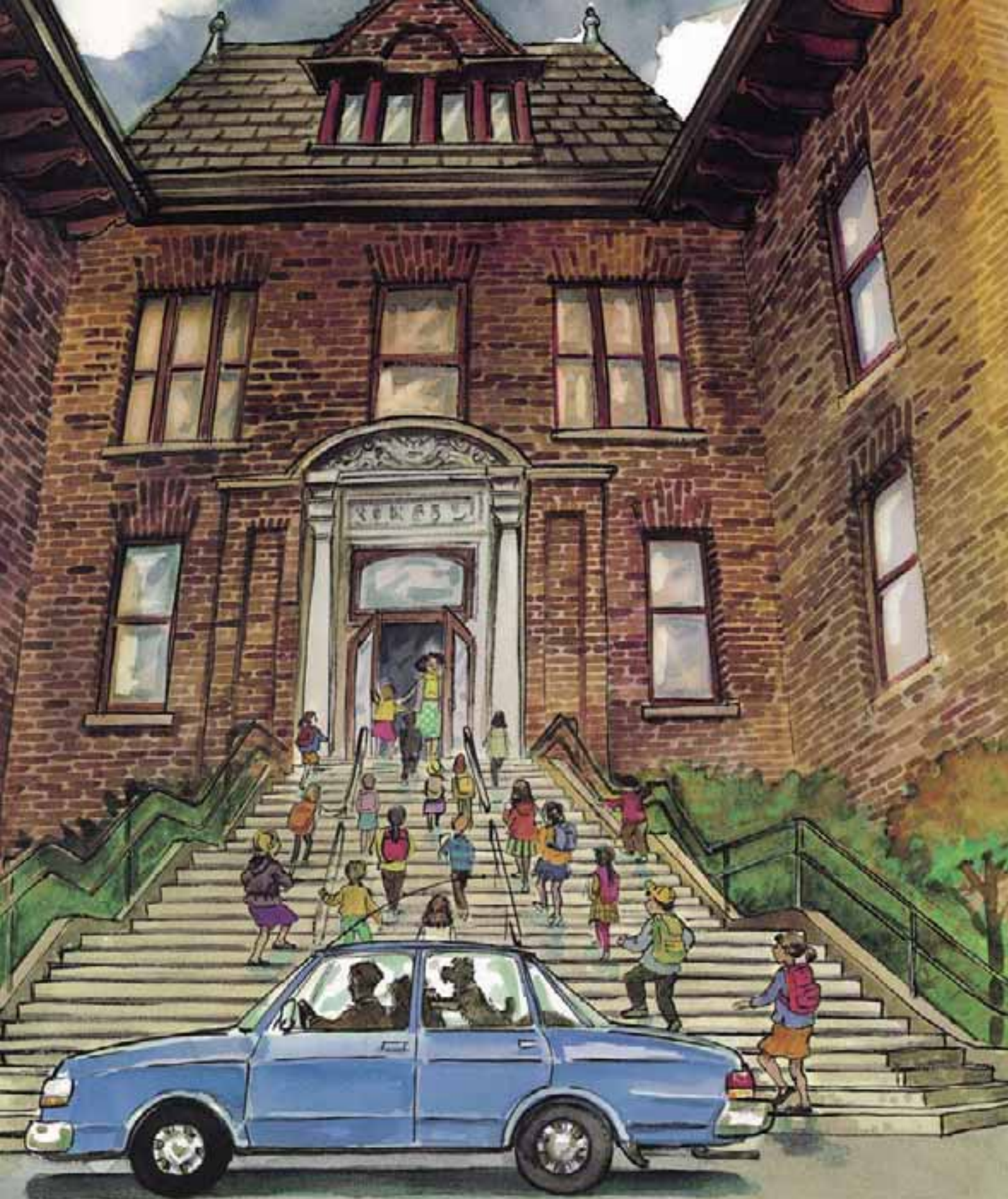


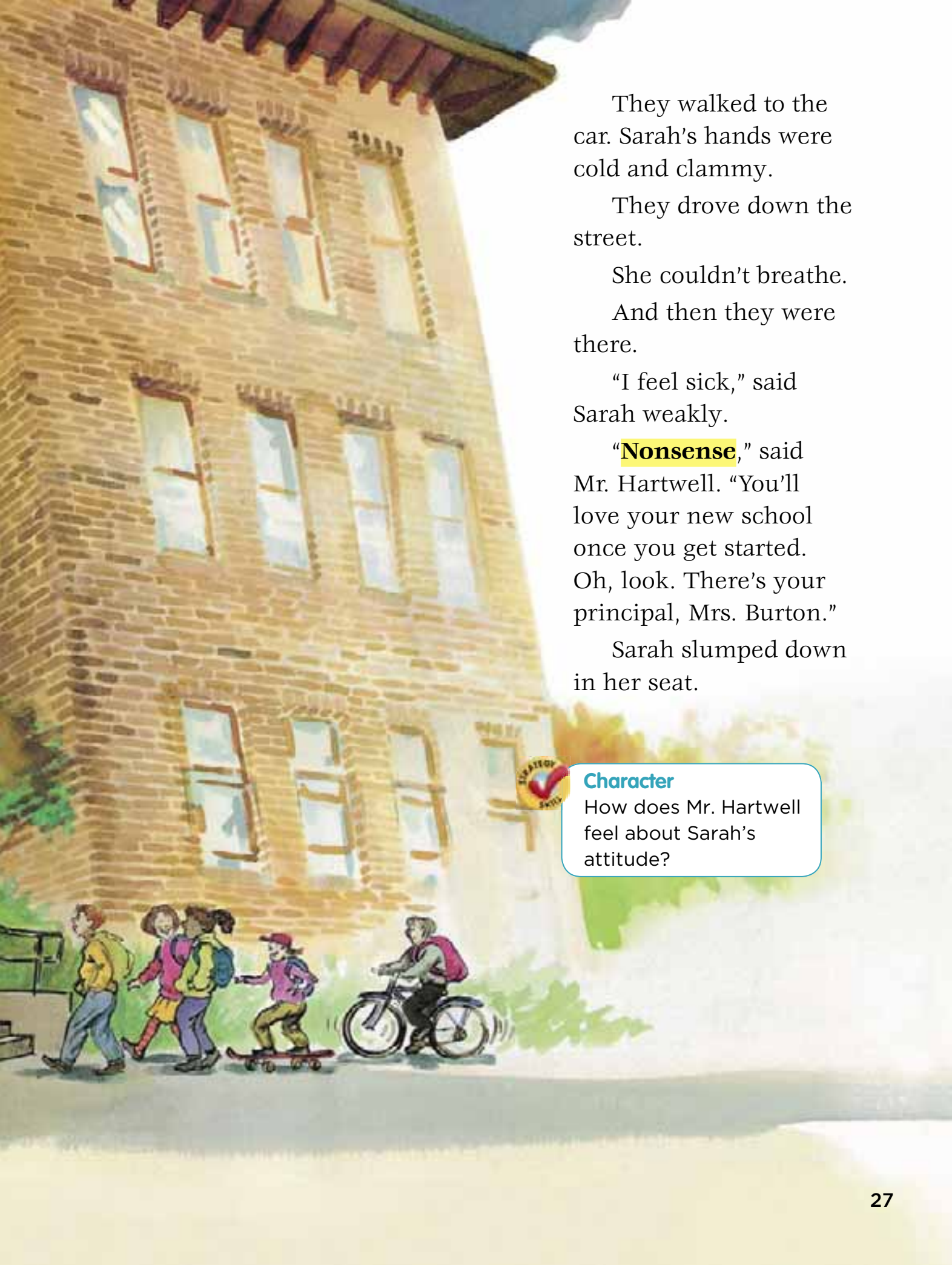
Sarah
tumbled
out of bed.
She stumbled into the bathroom.
She **fumbled** into her clothes.



“My head hurts,” she moaned as she **trudged** into the kitchen.

Mr. Hartwell handed Sarah a piece of toast and her lunchbox.



A colorful illustration of a three-story brick building with many windows. At the bottom, a group of children are walking and riding a bicycle. One child is on a skateboard, and another is on a bicycle. The scene is set on a street with some greenery in the background.

They walked to the car. Sarah's hands were cold and clammy.

They drove down the street.

She couldn't breathe.

And then they were there.

"I feel sick," said Sarah weakly.

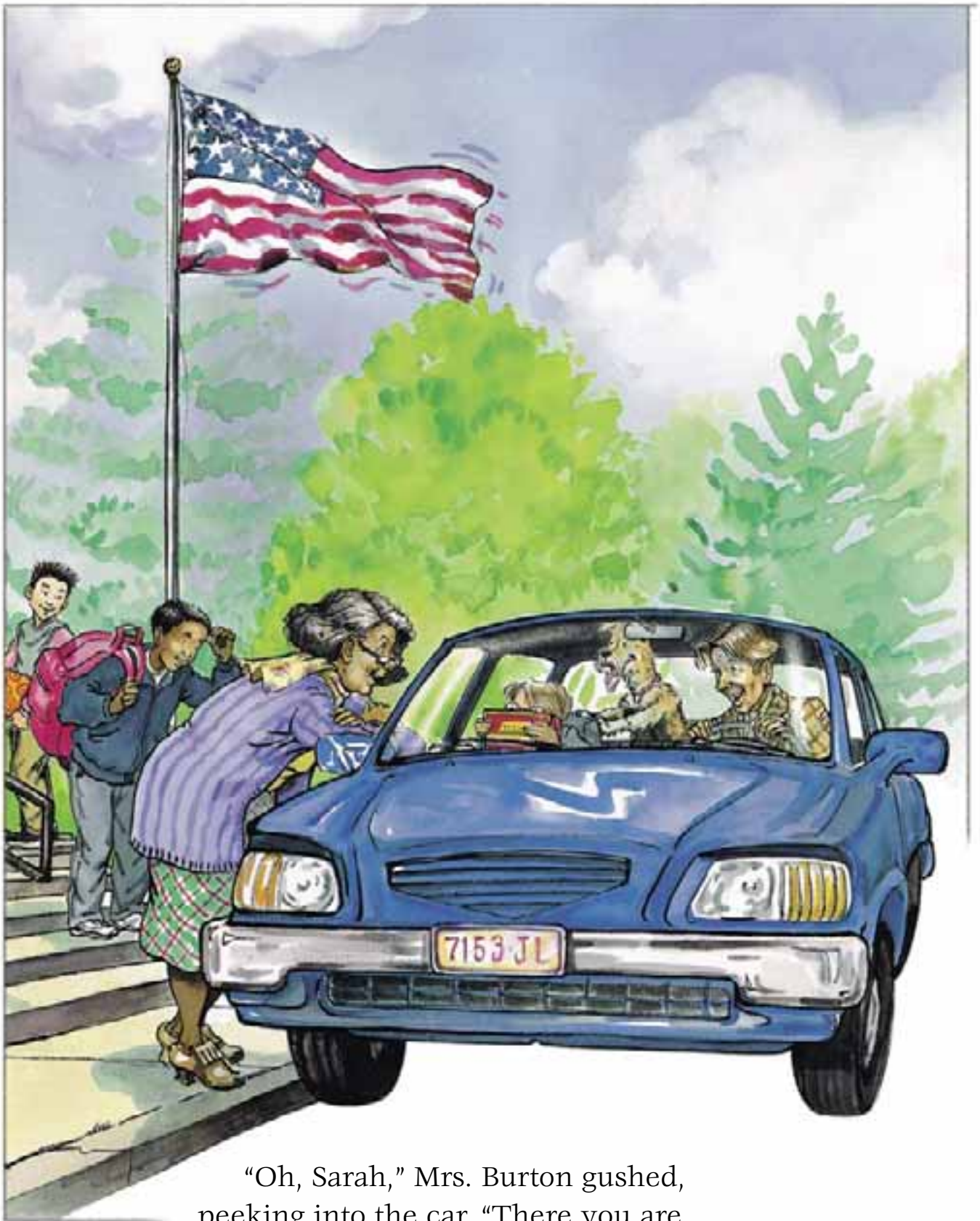
"**Nonsense**," said Mr. Hartwell. "You'll love your new school once you get started. Oh, look. There's your principal, Mrs. Burton."

Sarah slumped down in her seat.

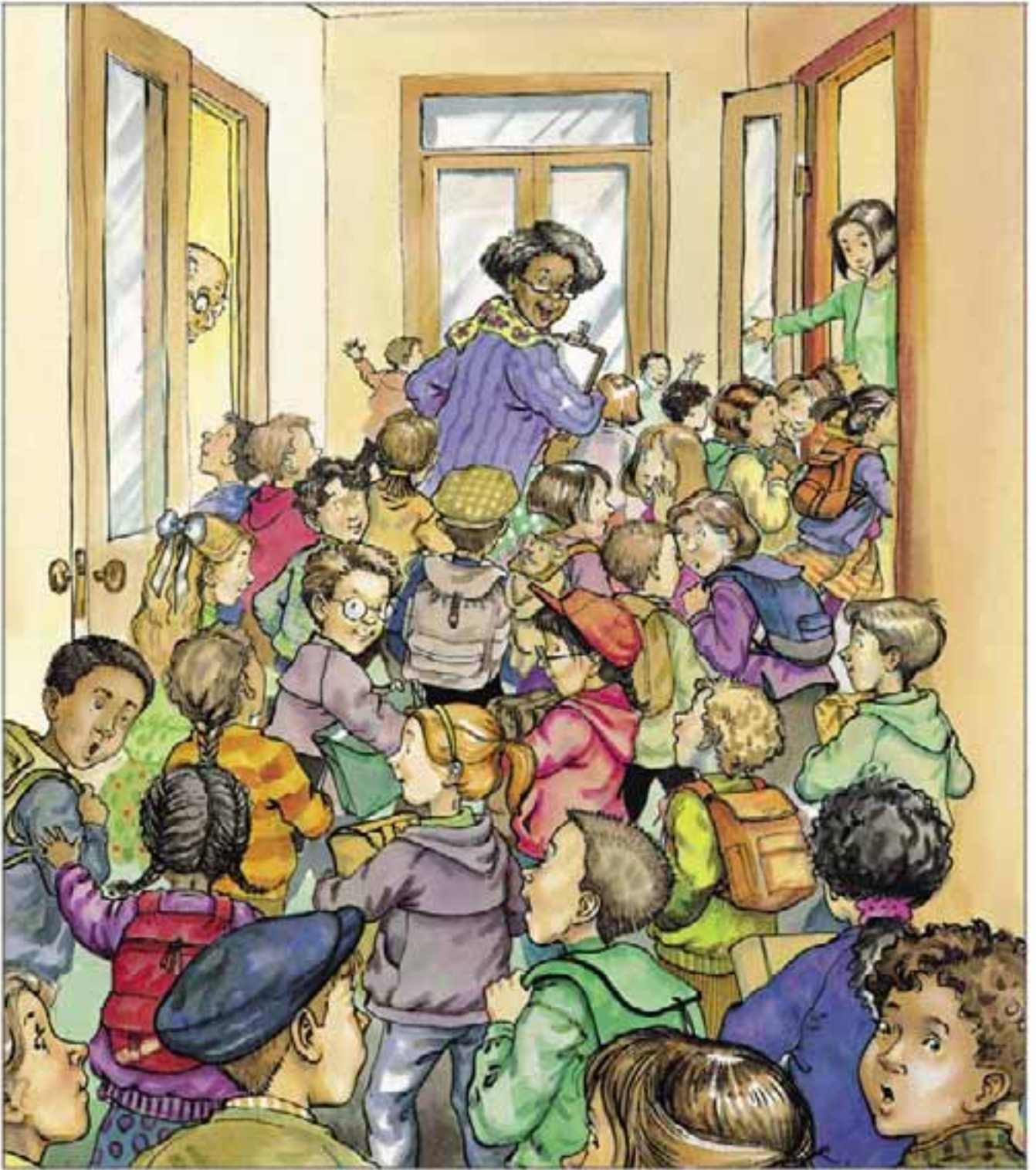


Character

How does Mr. Hartwell feel about Sarah's attitude?



“Oh, Sarah,” Mrs. Burton gushed, peeking into the car. “There you are. Come on. I’ll show you where to go.”



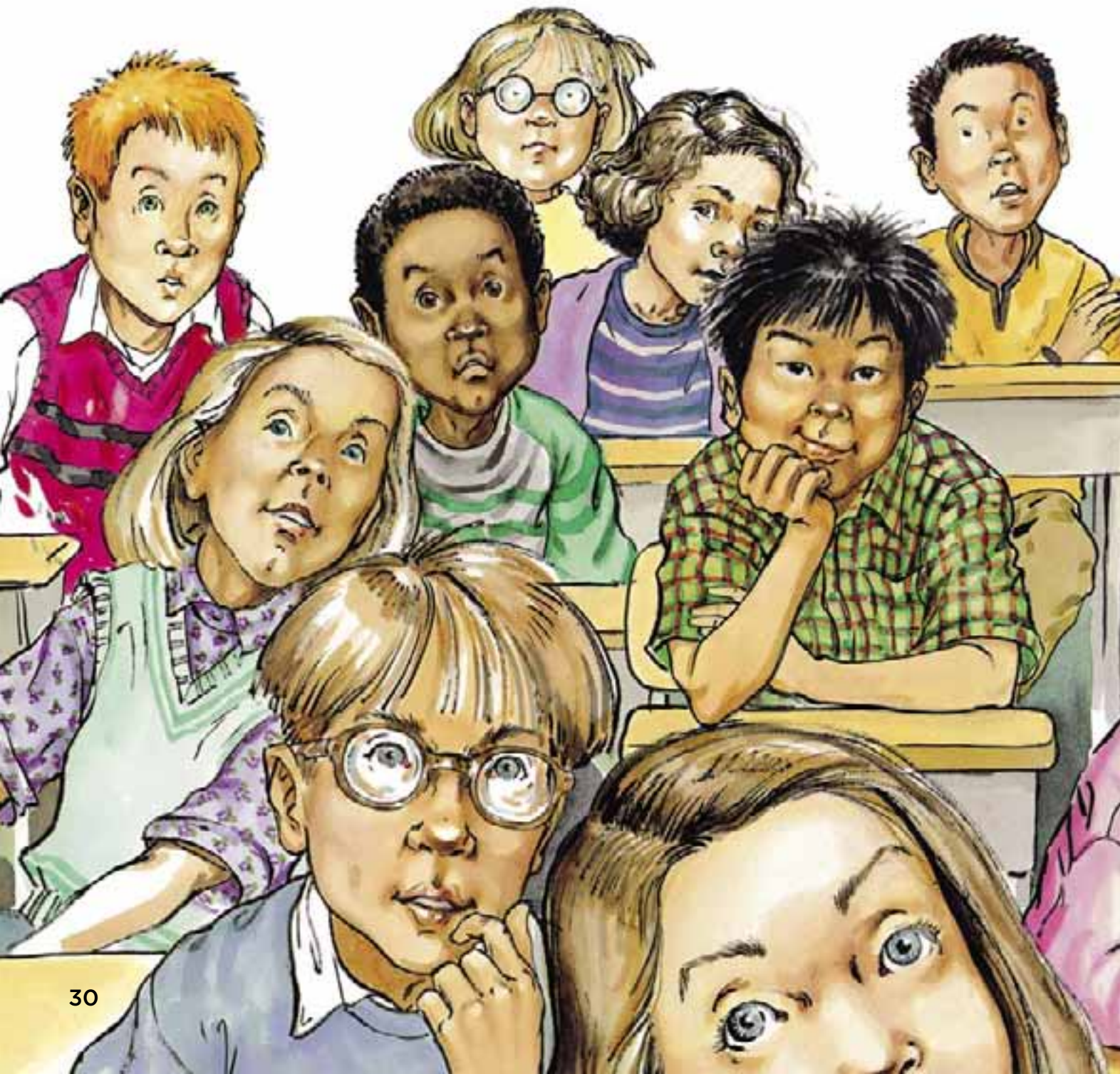
She led Sarah into the building and walked quickly through the crowded hallways. “Don’t worry. Everyone is **nervous** the first day,” she said over her shoulder as Sarah rushed to keep up.

When they got to the classroom, most of the children were already in their seats.

The class looked up as Mrs. Burton cleared her throat.

“Class. Class. Attention, please,” said Mrs. Burton.

When the class was quiet she led Sarah to the front of the room and said, “Class, I would like you to meet ...





... your new teacher, Mrs. Sarah Jane Hartwell."

OFF TO SCHOOL WITH JULIE AND JUDY

AUTHOR

JULIE DANNEBERG knows all about teaching. She has been a teacher for many years and really enjoys it. Julie says that being around kids all day gives her lots of ideas for stories. She starts every day by working on her writing for an hour.

Another book by Julie Danneberg: *First Year Letters*



ILLUSTRATOR

JUDY LOVE decided that she wanted to illustrate books when she was seven or eight years old. Judy gets ideas for her illustrations from her favorite hobbies: gardening, visiting museums, and making costumes for children's plays.



Find out more about Julie Danneberg and Judy Love at www.macmillanmh.com

Author's Purpose

Did Julie Danneberg write to inform or entertain readers in *First Day Jitters*? What details help you figure out the author's purpose?



Comprehension Check



Retell the Story

Use your Story Map to help you retell *First Day Jitters*. Tell about what happens in the beginning, middle, and end of the story.



Think and Compare



1. Why was Sarah so **nervous** about going to school? **Analyze Story Structure: Plot, Character, Setting**
2. At the beginning of the story, why might most readers think Sarah was a child? Give details from the story in your answer. **Analyze**
3. How would you feel if you were a teacher on the first day at a new school? Explain. **Apply**
4. Do you think that most people are nervous about facing new, unknown situations? Explain your answer. **Evaluate**
5. Read "Tina's Try-Out Day" on pages 12-13. How is Tina's situation similar to Sarah's? How do Tina and Sarah react differently to their situations? Use details from both selections in your answer. **Reading/Writing Across Texts**



Making New Friends

by Jan Smith

Health

Genre

Informational Essays tell about a subject from one point of view.

Text Feature

Bar Graphs use bars of different lengths to compare information.

Content Vocabulary

accepted

attracts

introduce

survey

It's tough being the new kid in a crowd. You want to be **accepted**. You want to be liked. What can you do to make friends? Be friendly! Here's how.

Relax and Smile

A smile **attracts** other people. When you look and feel comfortable, people will want to get to know you better.

Introduce Yourself

Don't be afraid to **introduce** yourself to people you would like to meet. They may want to meet you, too!

Ask Questions and Listen

Ask questions to find out people's interests. Listen carefully as they answer you. That shows that you're interested in getting to know them.

Find Things in Common

Maybe you like the same sports team or the same books. When it comes to making friends, you should always follow the easiest rule: Have fun! You may make some new friends before you know it.



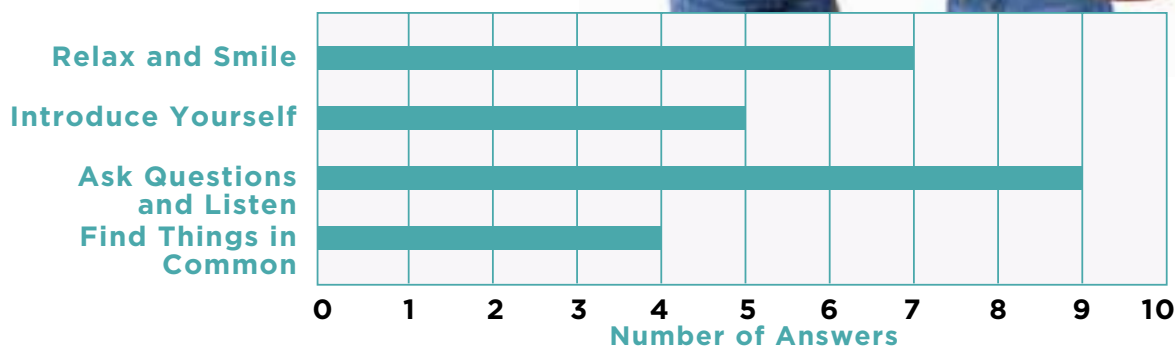
How to Make New Friends



Reading a Bar Graph

This bar graph shows the answers to a **survey**. A survey asks what people think about something.

Survey Question: What is the most important thing to do to make new friends?



Connect and Compare



1. Look at the bar graph. How many people answered that the most important thing to do is to ask questions and listen? How do you know? **Reading a Bar Graph**
2. The next time you are around new people, what will you do to make friends? Explain your answer. **Apply**
3. Sarah was nervous about meeting new students. After reading “Making New Friends,” what advice could you give Sarah about getting to know her students? **Reading/Writing Across Texts**



Health Activity

With a partner, brainstorm four things you like to do with your friends. Survey your classmates and make a bar graph to compare their answers.



Find out more about making friends at www.macmillanmh.com



Writer's Craft

A Good Paragraph

The topic sentence is usually at the beginning of a **good paragraph**. It tells the reader the main idea of the paragraph. The other sentences give supporting details.

First, I wrote a good topic sentence. It tells what my paragraph will be about.

Then, I wrote sentences with supporting details.

Write About the First Day of School

Wrong Room!

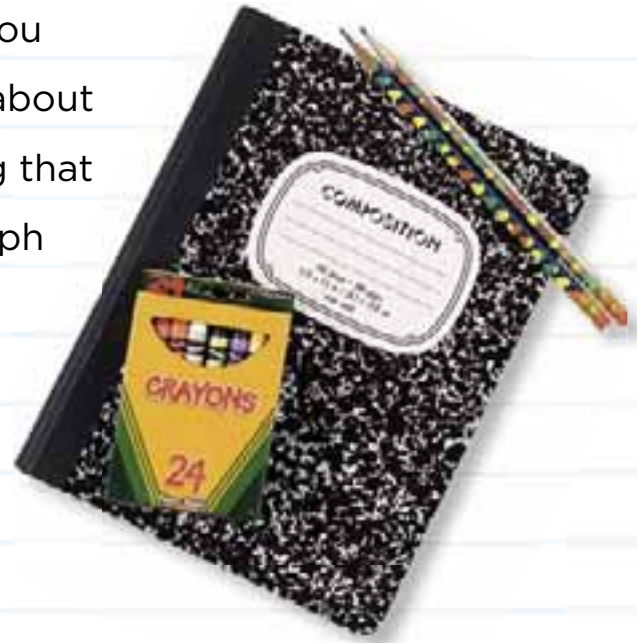
by Ricardo Z.

My first day of third grade didn't start well. First, my mom had to go to work early. She left right after rushing me to my classroom. Next, I waited inside for a while before the other kids started coming. They looked huge. I never saw them before in my life. Then, I was scared. Where was my friend Harry? Where was Jen? We were supposed to be in the same class. Finally, the teacher said, "Hello, Class 5-B." I was so happy. I was supposed to be in class 3-B. I was just sitting in the wrong room!



Your Turn

Write a paragraph about an experience you had on the first day of school. It may be about meeting a new friend or about something that happened. Be sure to begin your paragraph with a topic sentence that tells the main idea. Then include supporting details in the sentences that follow. Use the Writer's Checklist to check your writing.

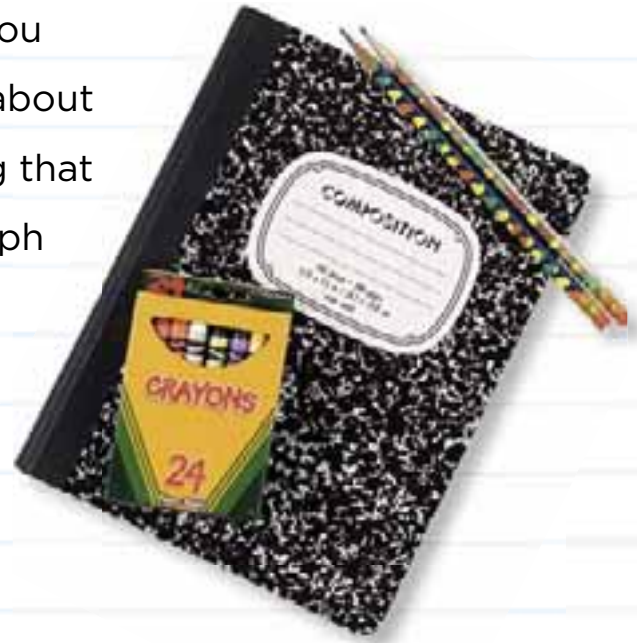


Writer's Checklist

- ☒ **Ideas and Content:** Are my story details interesting?
- ☒ **Organization:** Does my **good paragraph** have a topic sentence and supporting details?
- ☒ **Voice:** Does the writing sound like me?
- ☒ **Word Choice:** Did I choose words that clearly tell how I felt?
- ☒ **Sentence Fluency:** Did I write in complete sentences?
- ☒ **Conventions:** Did I start sentences with capital letters? Did I spell and use end punctuation correctly?

Your Turn

Write a paragraph about an experience you had on the first day of school. It may be about meeting a new friend or about something that happened. Be sure to begin your paragraph with a topic sentence that tells the main idea. Then include supporting details in the sentences that follow. Use the Writer's Checklist to check your writing.

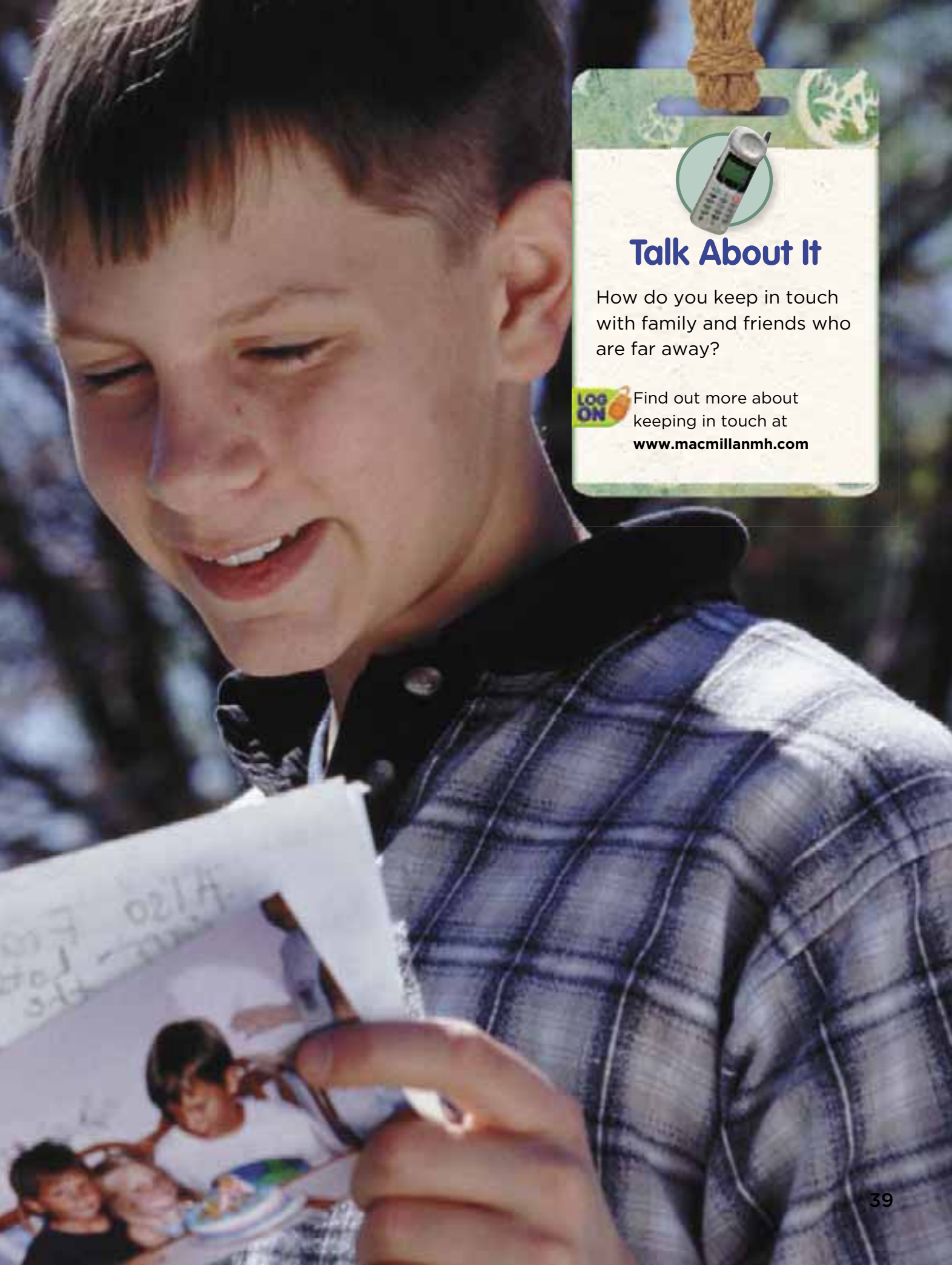


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- ☒ **Conventions:** Did I start sentences with capital letters? Did I spell and use end punctuation correctly?

A close-up, low-angle shot of a white mailbox. The mailbox is slightly tilted, and its red flag is raised. The words "KEEPING IN TOUCH" are printed in large, bold, red, sans-serif capital letters on the side of the mailbox. The background is a blurred view of trees with green and brown leaves, suggesting an outdoor setting. The lighting is bright, creating a clear contrast between the white mailbox and the red text and flag.

KEEPING IN TOUCH



Talk About It

How do you keep in touch with family and friends who are far away?



Find out more about keeping in touch at www.macmillanmh.com

Vocabulary

crackle starry
announced envelope
soared photograph



Context Clues

Sentence Clues can help you figure out what the word *photograph* means.

The *photograph* in the gold frame shows Dad when he was a boy.



Mail for Matty



by Susan Tanner

Nana has been visiting for two weeks, but now it's time for her to go home. I wish she could stay.

At the Airport

"Why so sad, Matty? I'm going home, not to the moon!" joked Nana.

"Montana's so far away, it might as well be the moon," I answered. I tightened my hold on Nana's plane ticket until it began to **crackle**.

Nana laughed. "Oh, it's not that far! You'll see me soon," she said. "I promise."

Just then a voice on the loudspeaker **announced** that Nana's flight was boarding.

"Time to go," said Nana. "When I get home, I'll send you a surprise. Watch for it!" She hugged us good-bye. We waited until her plane **soared** up high into the dark but **starry** sky. I wondered what my surprise was.

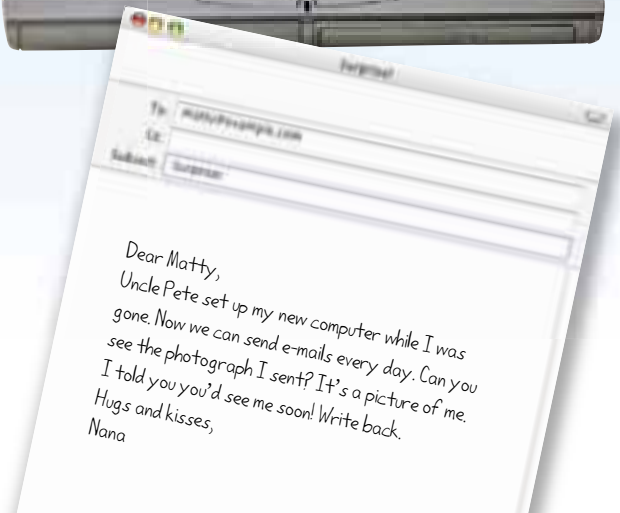
Waiting for the Surprise

When I got home, I kept checking the door and looking out the window for my surprise. Then Dad called, “Hey, Matty, come over here!”

Dad was at the computer. The screen showed a picture of an **envelope**. I had e-mail! The title of the e-mail said “Surprise!” It read:

Dear Matty,
Uncle Pete set up my new computer while I was gone. Now we can send e-mails every day. Can you see the **photograph** I sent? It’s a picture of me. I told you you’d see me soon! Write back.
Hugs and kisses,
Nana

Nana did surprise me! I’m so excited that I can talk to her every day.



Reread for Comprehension

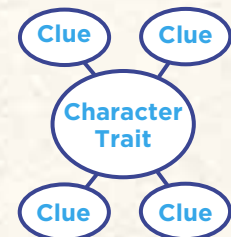


Analyze Story Structure

Character, Setting, Plot

Every story has characters, a setting, and a plot. These elements make up the story’s structure. The main character is the person who the story is about.

A Character Web helps you figure out a character’s traits, or personality. Reread “Mail for Matty.” What one thing can you tell about Matty’s character based on what he does and thinks after Nana leaves?



Comprehension

Genre

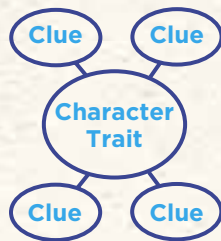
Realistic Fiction is an invented story that could have happened in real life.



Analyze Story Structure

Character, Setting, Plot

As you read, use your Character web.

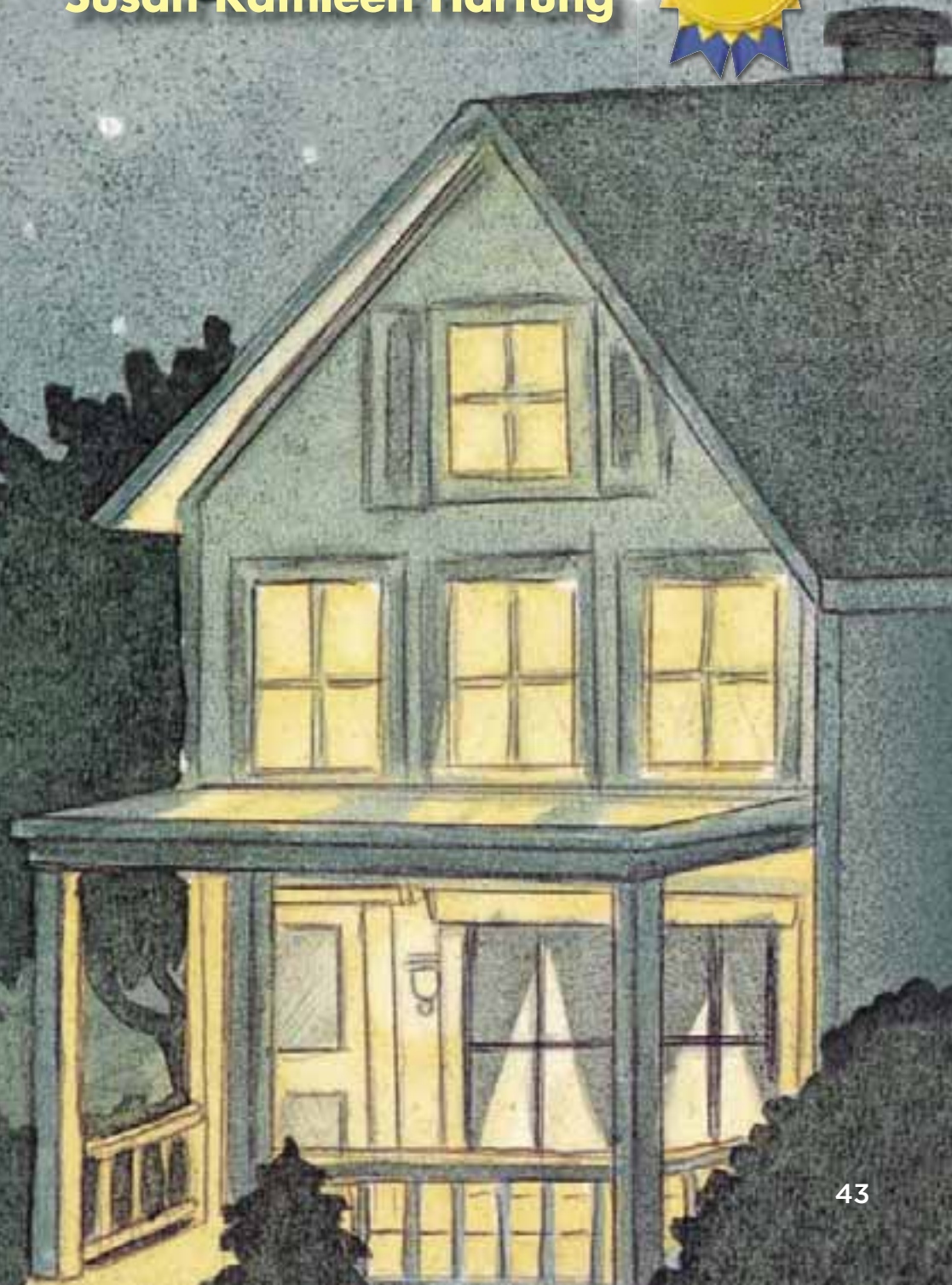


Read to Find Out

How does Juno try to communicate with his grandmother?

Dear Juno

by Soyung Pak
illustrated by
Susan Kathleen Hartung



Juno watched as the red and white blinking lights **soared** across the night sky like shooting stars, and waited as they disappeared into faraway places. Juno wondered where they came from. He wondered where they were going. And he wondered if any of the planes came from a little town near Seoul where his grandmother lived, and where she ate persimmons every evening before bed.

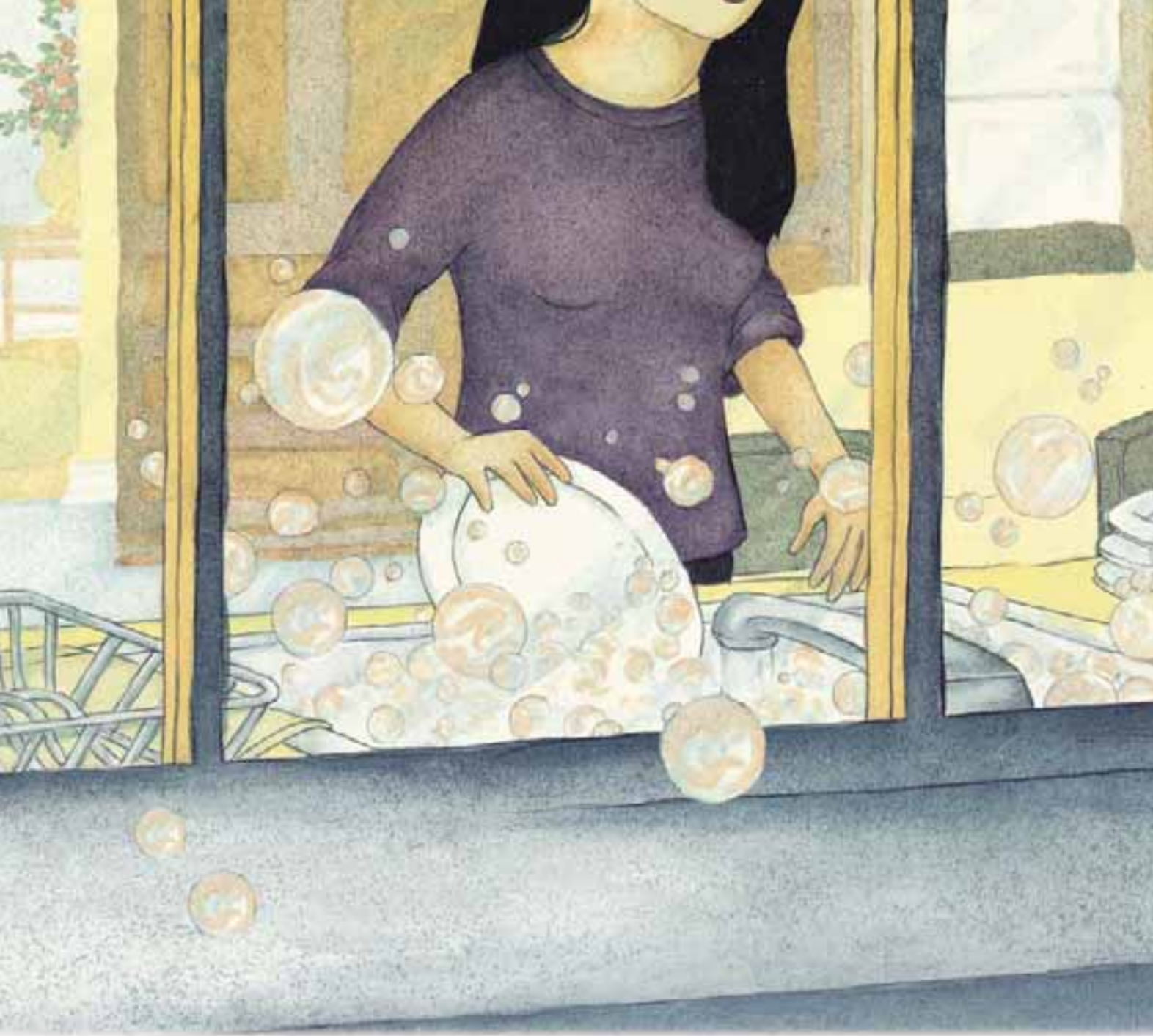
Juno looked at the letter that came that day. It was long and white and smudged. He saw the red and blue marks on the edges and knew the letter came from far away. His name and address were neatly printed on the front, so he knew the letter was for him. But best of all, the special stamp on the corner told Juno that the letter was from his grandmother.



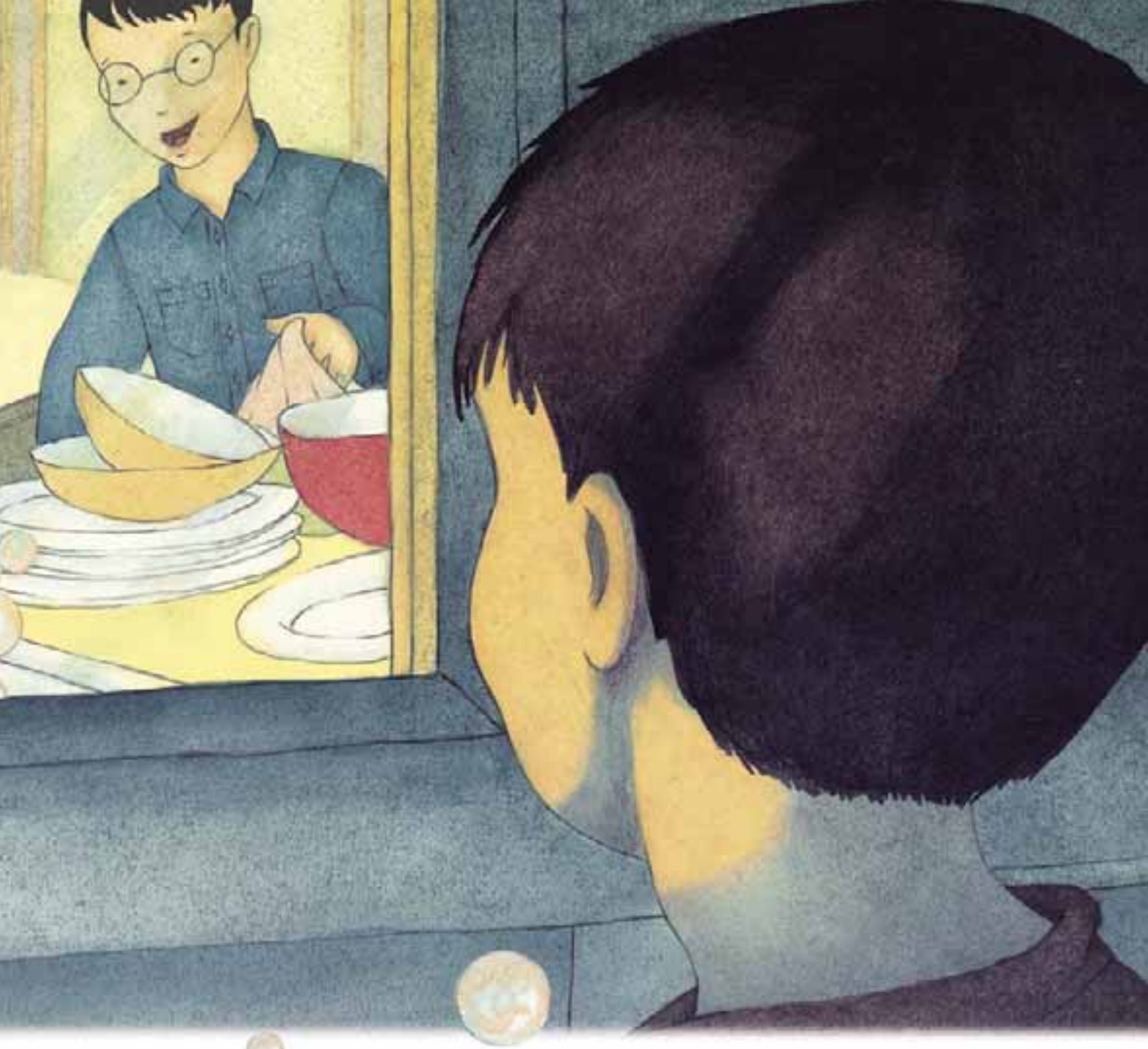
Character

What do Juno's thoughts and actions tell you about him?





Through the window Juno could see his parents. He saw bubbles growing in the sink. He saw dirty dishes waiting to be washed. He knew he would have to wait for the cleaning to be done before his parents could read the letter to him.



“Maybe I can read the inside, too,” Juno said to his dog, Sam. Sam wagged his tail. Very carefully, Juno opened the **envelope**. Inside, he found a letter folded into a neat, small square.

He unfolded it. Tucked inside were a picture and a dried flower.

Juno looked at the letters and words he couldn't understand. He pulled out the **photograph**. It was a picture of his grandmother holding a cat. He pulled out the red and yellow flower. It felt light and gentle like a dried leaf. Juno smiled. "C'mon, Sam," Juno said. "Let's find Mom and Dad."



고 있는나? 나에게 는 친구가 되어
고양이가 한마리 있단다.
이름을 따서 주노라고 부른단다.
이 고양이는 내가 잠중 뱉는것은
들지 못하지만 그래도 덕분에
나도개가 내가 키우는 꽃을
것을 막아 준단다.







“Grandma has a new cat,” Juno said as he handed the letter to his mother. “And she’s growing red and yellow flowers in her garden.”

“How do you know she has a new cat?” Juno’s father asked.

“She wouldn’t send me a picture of a strange cat,” said Juno.

“I guess not,” said Juno’s father.

“How do you know the flower is from her garden?” asked Juno’s mother.

“She wouldn’t send me a flower from someone else’s garden,” Juno answered.

“No, she wouldn’t,” said Juno’s mother.

Then Juno’s mother read him the letter.



Character

How can you tell Juno is smart?





Dear Juno,

How are you? I have a new cat to keep me company. I named him Juno after you. He can't help me weed, but the rabbits no longer come to eat my flowers.

Grandma

"Just like you read it yourself," Juno's father said.

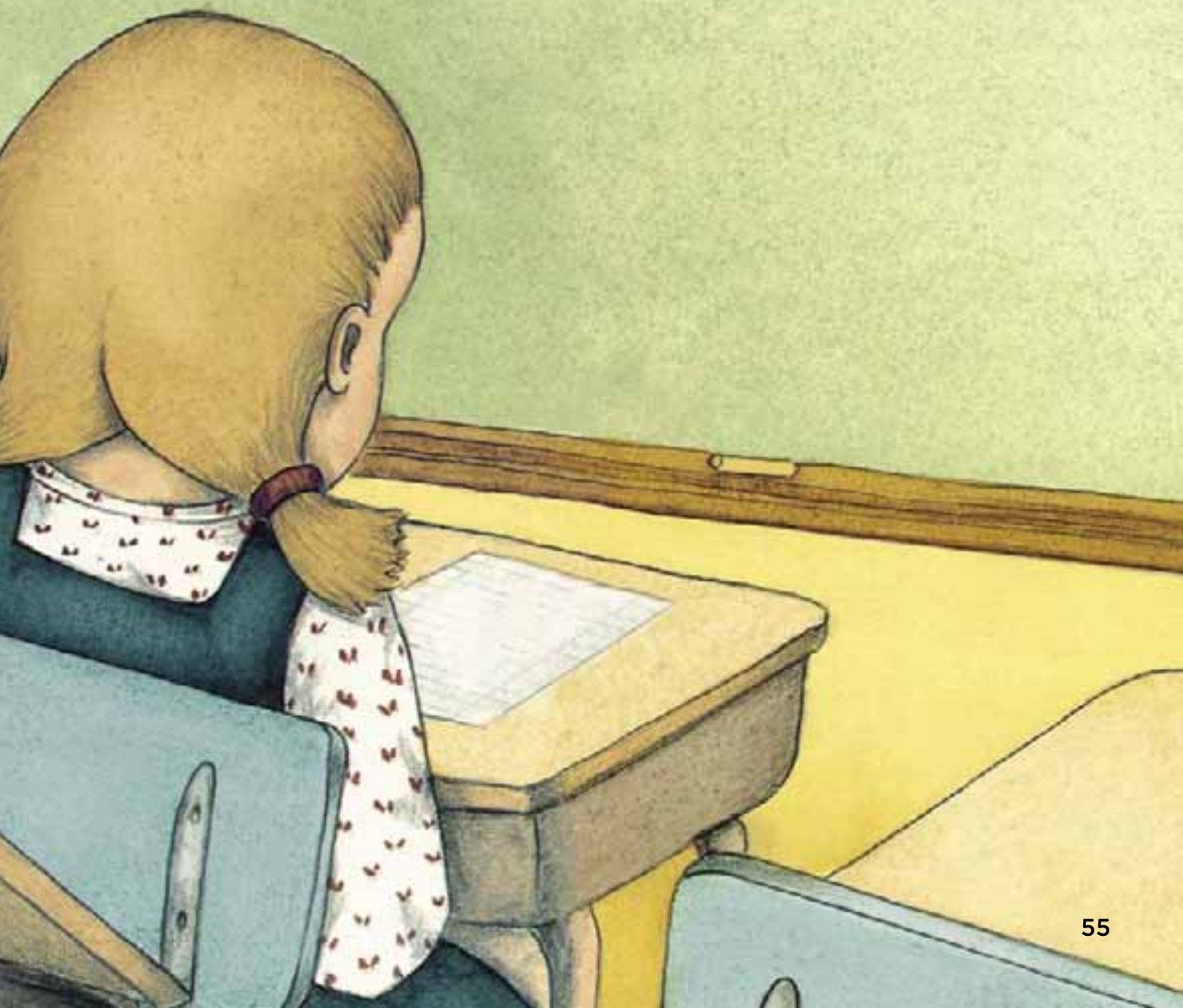
"I did read it," Juno said.

"Yes, you did," said his mother.



At school, Juno showed his class his grandmother's picture and dried flower. His teacher even pinned the letter to the board. All day long, Juno kept peeking at the flower from his grandmother's garden. He didn't have a garden that grew flowers, but he had a swinging tree.

Juno looked at the letter pinned to the board. Did his grandmother like getting letters, too? Yes, Juno thought. She likes getting letters just like I do. So Juno decided to write one.





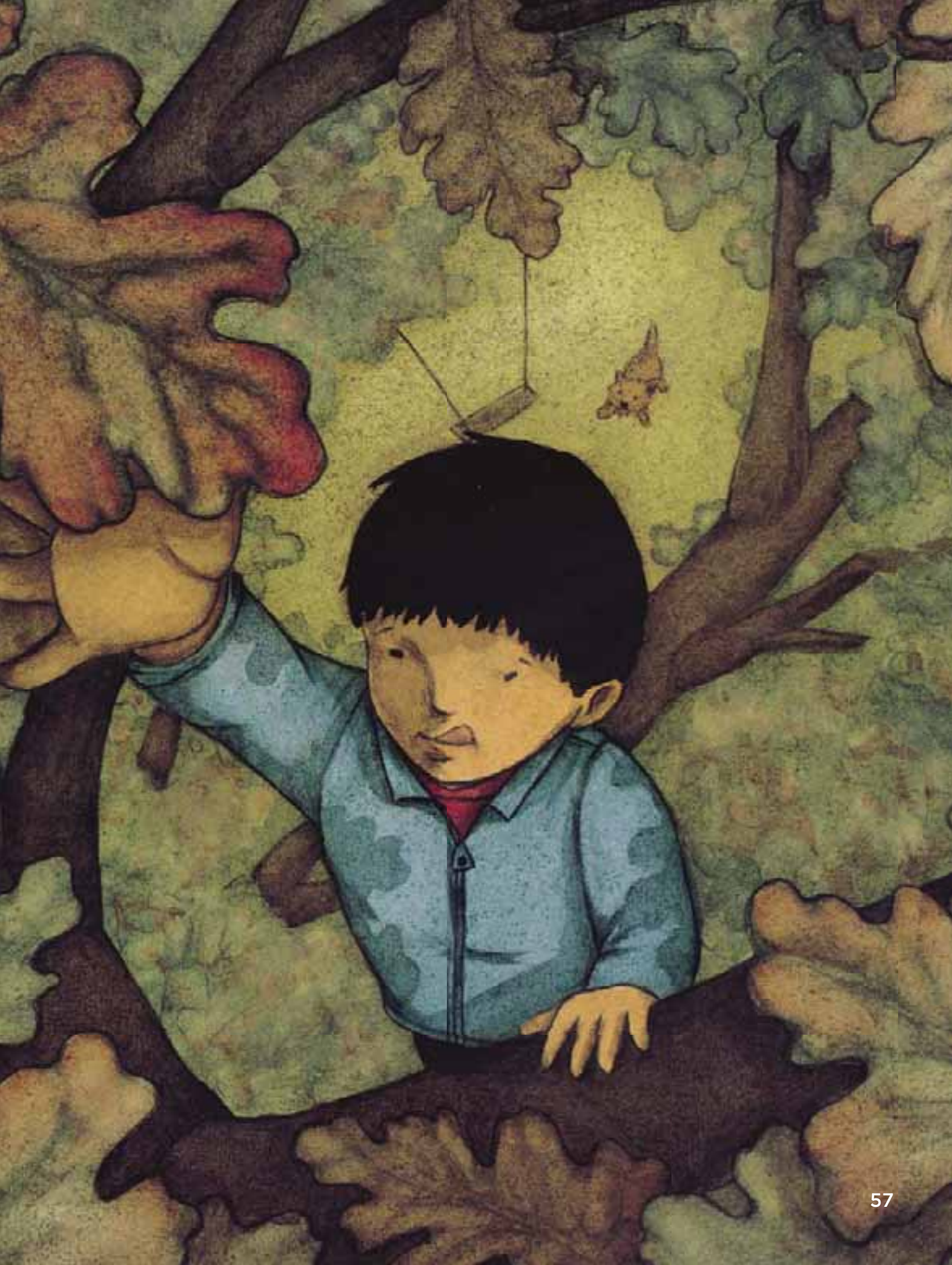
After school, Juno ran to his backyard. He picked a leaf from the swinging tree—the biggest leaf he could find.

Juno found his mother, who was sitting at her desk. He showed her the leaf. “I’m going to write a letter,” he told her.

“I’m sure it will be a very nice letter,” she answered, and gave him a big yellow envelope.

“Yes it will,” Juno said, and then he began to draw.







First, he drew a picture of his mom and dad standing outside the house. Second, he drew a picture of Sam playing underneath his big swinging tree. Then very carefully, Juno drew a picture of himself standing under an airplane in a **starry**, nighttime sky. After he was finished, he placed everything in the envelope.





“Here’s my letter,” Juno **announced** proudly. “You can read it if you want.”

Juno’s father looked in the envelope.

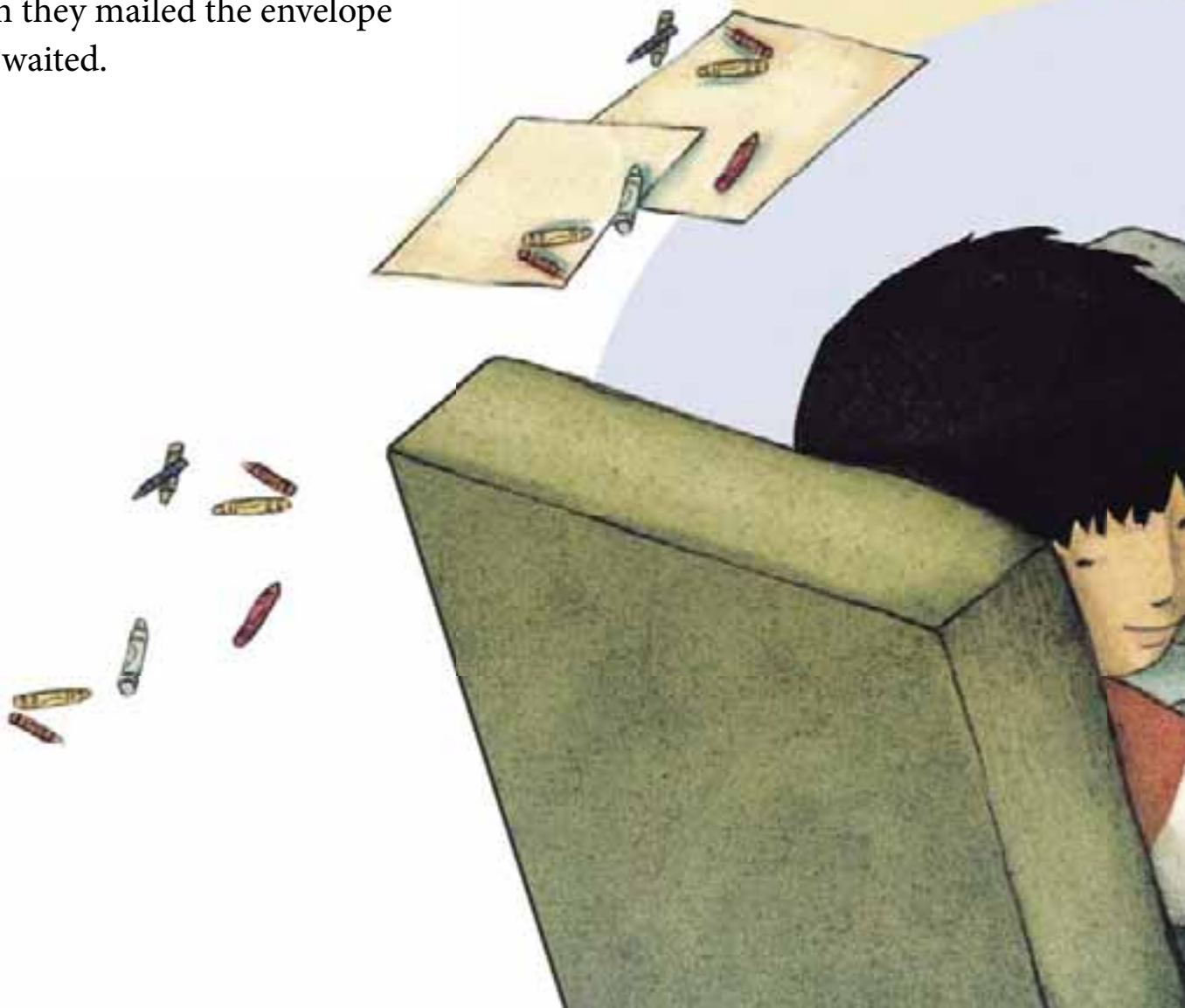
He pulled out the leaf. “Only a big swinging tree could grow a leaf this big,” he said.

Juno’s mother pulled out one of the drawings. “What a fine picture,” she said. “It takes a good artist to say so much with a drawing.”

Juno’s father patted Juno on the head. “It’s just like a real letter,” he said.

“It is a real letter,” Juno said.

“It certainly is,” said his mother. Then they mailed the envelope and waited.







One day a big envelope came. It was from Juno's grandmother. This time, Juno didn't wait at all. He opened the envelope right away.



Inside, Juno found a box of colored pencils. He knew she wanted another letter.

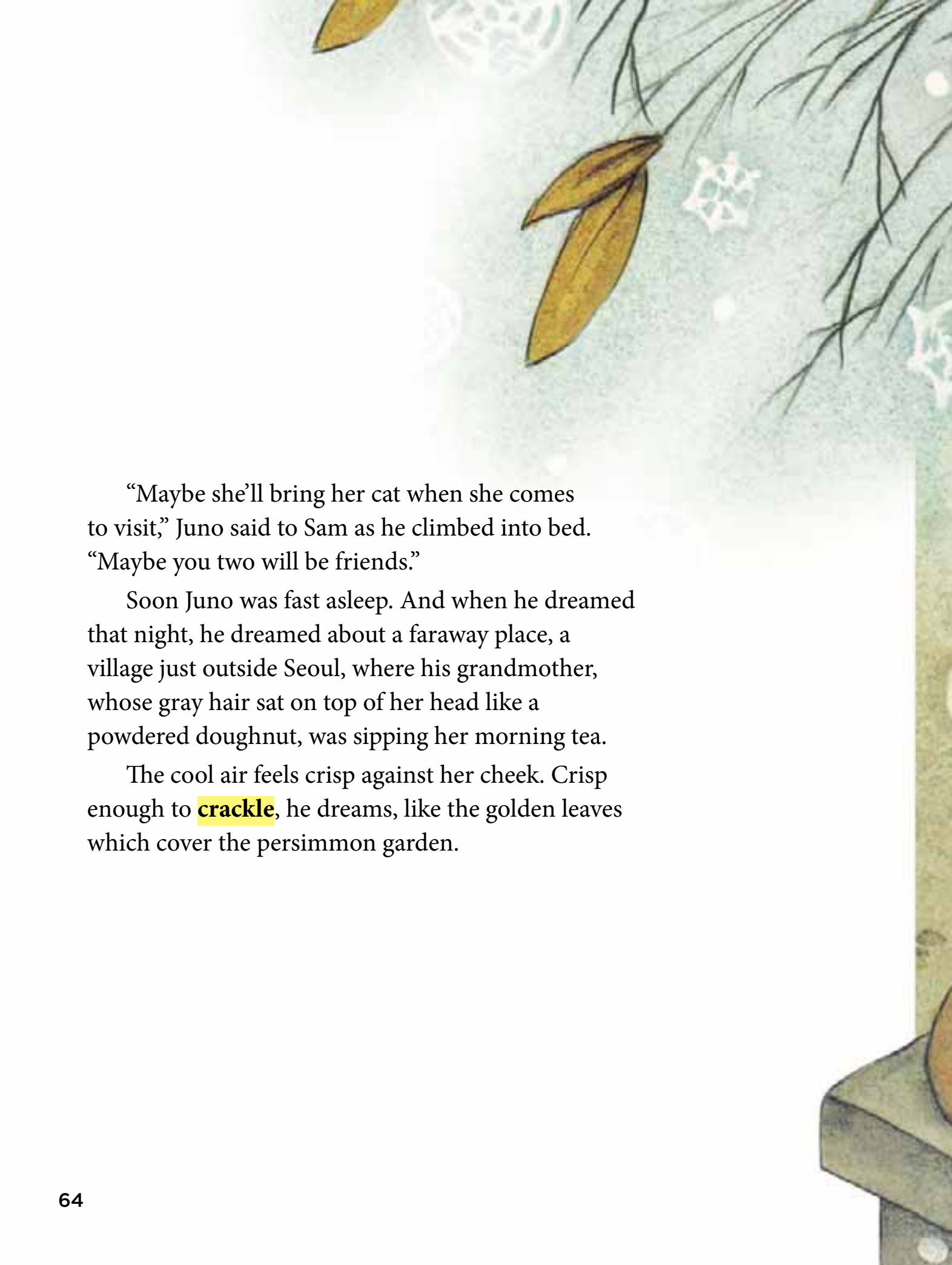


Next, he pulled out a picture of his grandmother. He noticed she was sitting with a cat and two kittens. He thought for a moment and laughed. Now his grandmother would have to find a new name for her cat—in Korea, Juno was a boy's name, not a girl's.

Then he pulled out a small toy plane.

Juno smiled. His grandmother was coming to visit.





“Maybe she’ll bring her cat when she comes to visit,” Juno said to Sam as he climbed into bed. “Maybe you two will be friends.”

Soon Juno was fast asleep. And when he dreamed that night, he dreamed about a faraway place, a village just outside Seoul, where his grandmother, whose gray hair sat on top of her head like a powdered doughnut, was sipping her morning tea.

The cool air feels crisp against her cheek. Crisp enough to **crackle**, he dreams, like the golden leaves which cover the persimmon garden.



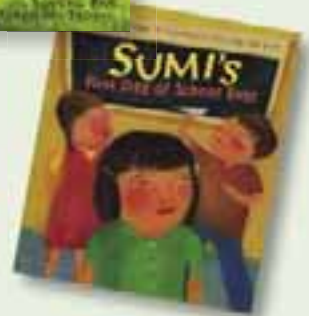
Getting in touch with Soyung and Susan

Author

Soyung Pak was born in South Korea, but she does not remember very much about it. She moved to the United States when she was just two years old. Like Juno,



Soyung had a grandmother who lived in South Korea. Soyung remembers playing in her American backyard. It was a lot like Juno's yard, with a nice, big tree.



Other books by Soyung Pak: *A Place to Grow* and *Sumi's First Day of School Ever*

Illustrator

Susan Kathleen Hartung says she's been drawing ever since she could hold a crayon. Unlike Juno, who used paper, Susan would draw on any surface she could find. Susan's parents were not too happy about that. But when they saw how much she loved to draw, they encouraged her to study art.



Find out more about Soyung Pak and Susan Kathleen Hartung at www.macmillanmh.com

Author's Purpose

What clues can you use to figure out Soyung Pak's purpose for writing *Dear Juno*? Did the author want to entertain, explain, or inform?



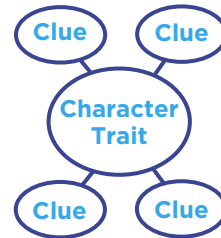


Comprehension Check



Retell the Story

Use your Character Web to help you retell the story of *Dear Juno*. Describe the characters of Juno and his grandmother based on things they did in the story.



Think and Compare



1. Use your Character Web to tell about Juno and his grandmother. How do Juno and his grandmother feel about each other? How can you tell? **Analyze Story Structure: Plot, Character, Setting**
2. Why couldn't Juno read the letter his grandmother wrote? How was he able to understand her message anyway? Use story details in your answer. **Evaluate**
3. What items would you put in an **envelope** to send to a faraway relative in order to tell about your life? Explain your choices. **Apply**
4. What are some problems that can happen when relatives live far from each other? Explain your answer. **Analyze**
5. Read "Mail for Matty" on pages 40–41. How are Matty and Juno alike? How are they both surprised at the end of each story? Use details from both selections in your answer. **Reading/Writing Across Texts**



Social Studies

Genre

Nonfiction Articles give information about real people, places, or things.

Text Feature

Time Lines show when things have happened over the years.

Content Vocabulary

technology

communicate

improved

images

How We Keep in Touch

by Eric Michaels

When your great-grandparents were young, the world was very different. People did not have the kind of **technology** that we have today to **communicate** with each other. Things such as cell phones and computers were not yet invented. It took longer for people to get news about each other.

Today's technology makes it easier and faster to stay close to people.

How Communicating Has Changed

Reading a Time Line

Read the time line from left to right. Use the dates to find out when events took place.

1800

1850



1843-1844

First telegraph line built

1843

First fax machine



1860-1861

Mail delivered by Pony Express

Back Then

Long ago, people wrote letters to stay in touch. From 1860–1861, some letters were carried by the Pony Express. Only the fastest horseback riders were hired to carry letters and packages across the country. Then trains began to carry the mail from city to city. By the early 1900s, airplanes were a faster way to carry mail across the country and around the world.

Sometimes a message had to reach someone almost immediately. Telegraphs were machines that could send signals in a special code over an electric line.



1900

1950

2000



1876

First long distance phone calls



1911

First airmail flight in the U.S.

1973

First cell phone call



1975-1977

First personal computers

1990s

First personal computers link to the Internet

Here and Now

As times changed, the tools we use to communicate have **improved**. New inventions have made it easy to contact friends and family within seconds!

Telephones came into use in the late 1800s. They were very different than the phones you use now. Early phones did not have dials. Many people shared phone lines with others. The shared lines were called party lines.



Modern phones can do so many things. Wireless phones can be carried with us wherever we travel. Some phones let you play games, get text messages, and even take pictures! These **images** can be sent to other wireless phones.

The fax machine was patented in 1843, but it came into regular use in the 1930s. A fax machine sends images on paper as electric signals. Then, another machine receives the signals and prints them. Many offices and homes have fax machines.



Computers have made some of the biggest changes in communication. The Internet sends e-mail messages around the world in seconds! Some families have their own Web sites. They can post pictures and family news so everyone can be kept up-to-date.



Although new technology helps us stay in touch with each other, many people still enjoy sending and getting letters. With so many ways to communicate, it's easy to find your favorite way to keep in touch.

Connect and Compare



1. Look at the time line on pages 68–69. What two inventions became popular between the years 1950 and 2000?

Reading a Time Line

2. Why do you think so many people now use computers to stay in touch with each other? **Analyze**
3. Think about this article and *Dear Juno*. In what other ways could Juno and his grandmother have communicated with each other? **Reading/Writing Across Texts**



Social Studies Activity

Do research and make a time line with important dates to show how the telephone has changed from the 1800s to the present day.



Find out more about communication at **www.macmillanmh.com**



Writer's Craft

Topic Sentence

Be sure to begin your paragraph with a **topic sentence** that tells the main idea. A good topic sentence is clear and to the point.

Write a Friendly Letter

71 Clarkson Street

Detroit, MI 56789

July 10, 20--

My name is Keri. Here is a letter I wrote to my friend. The topic sentence tells about a soccer game I attended.

I used complete sentences.

Dear Chris,

My mom took me to a professional soccer game on Sunday. It was such a fine day! We ate hot dogs and popcorn. Our team made lots of goals. They won the game by a score of 5 to 2. The best thing happened after the game! I met my favorite player.

Will you come with us next time?

Your friend,

Keri



Your Turn

Write a friendly letter to a family member or a friend. Describe a recent experience you have had. It may be about something that happened at school or at home. It may be about something you did with your friends. Be sure to use a topic sentence. Use the Writer's Checklist to check your writing.



Writer's Checklist

- ☒ **Ideas and Content:** Is my message clear?
- ☒ **Organization:** Did I use a **topic sentence**? Did I include a greeting, closing, and signature in my letter?
- ☒ **Voice:** Is the tone of my writing friendly?
- ☒ **Word Choice:** Did I choose words that fit?
- ☒ **Sentence Fluency:** Did I write complete sentences and avoid sentence fragments?
- ☒ **Conventions:** Did I use commas after the greeting and closing? Did I use periods and exclamation points correctly?

Your Turn

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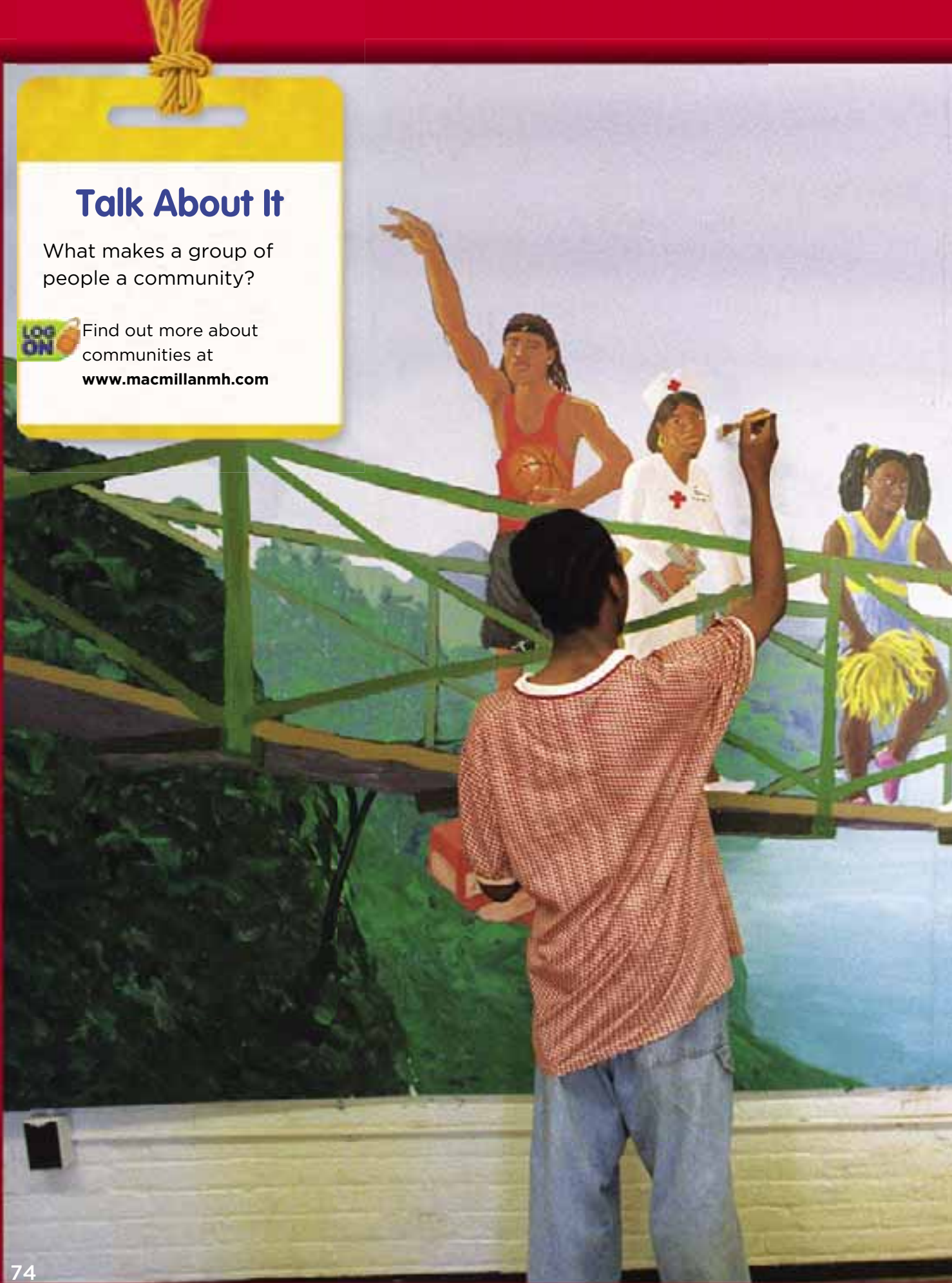
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Talk About It

What makes a group of people a community?



Find out more about communities at
www.macmillanmh.com



Building Communities



Vocabulary

neighborhood
content
addressing
resort



Jacob Lawrence's painting of schoolgirls

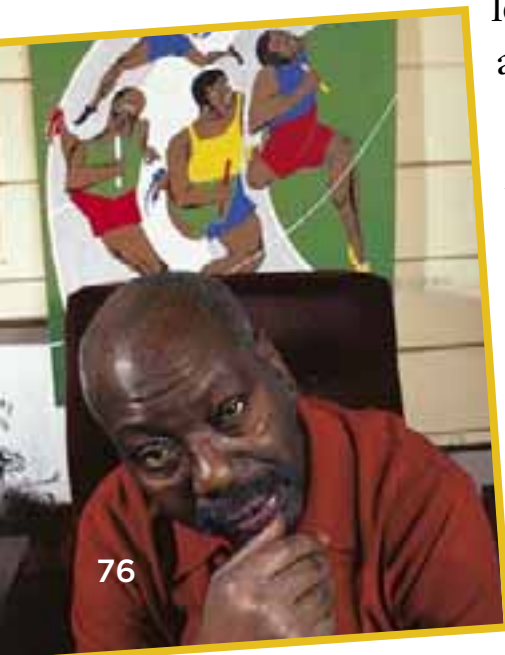
Home Sweet Harlem

During the 1920s, Harlem became a famous center for African Americans. Thousands of African Americans moved from the South to this New York City **neighborhood**. Many artists, performers, and writers called Harlem their home.

In 1924, 7-year-old Jacob Lawrence moved to Harlem with his mother. When he moved there, he began to dream. That's when he decided to learn how to paint. African Americans weren't allowed to attend special art schools then. Lawrence had to be **content** to learn art at a class after school. After years of studying art in Harlem, Lawrence became a famous artist.

Many other famous artists, entertainers, musicians, and poets lived in Harlem, too. For the first time in U.S. history, the world of black artists was recognized. The people of Harlem worked together to make their dreams come true.

Jacob Lawrence
in his studio



Find out more about Jacob Lawrence at
www.macmillanmh.com

Saving a Language

By teaching kids the Cherokee language, Lost City Elementary School in Oklahoma is **addressing** a problem. Not many people speak Cherokee anymore, so the school wants to save the language.

“If we don’t learn Cherokee, our grandsons won’t know it,” says Crystal Braden, a 13-year-old student. At Lost City School, everyone works together to keep their language alive.

Students study Cherokee at Lost City School.



Girls at School



These Iraqi girls are now able to go to school. A few years ago that was impossible.

Did you know that 121 million children around the world do not go to school? About 54 percent, or more than half of those kids, are girls.

When schooling is not free, poor families can often afford to send only one child to school. They often **resort** to sending a boy.

UNICEF is the United Nations Children’s Fund. It works to protect children’s rights in communities all over the world. UNICEF is working on behalf of free education in 25 countries. That way, every girl and boy will be able to make the grade.

Comprehension

Genre

Nonfiction Articles give information about real people, places, or things.

Summarize

Main Idea and Details

A main idea is the most important point of the article. Details support the main idea.

Whose Habitat Is It?

What happens when human communities expand into wildlife habitats?



A black bear visits someone's backyard.

They come out of the woods when darkness falls. They are hungry, and they are not picky eaters. Black bears are **content** munching on birdseed, chicken bones, or other food scraps.

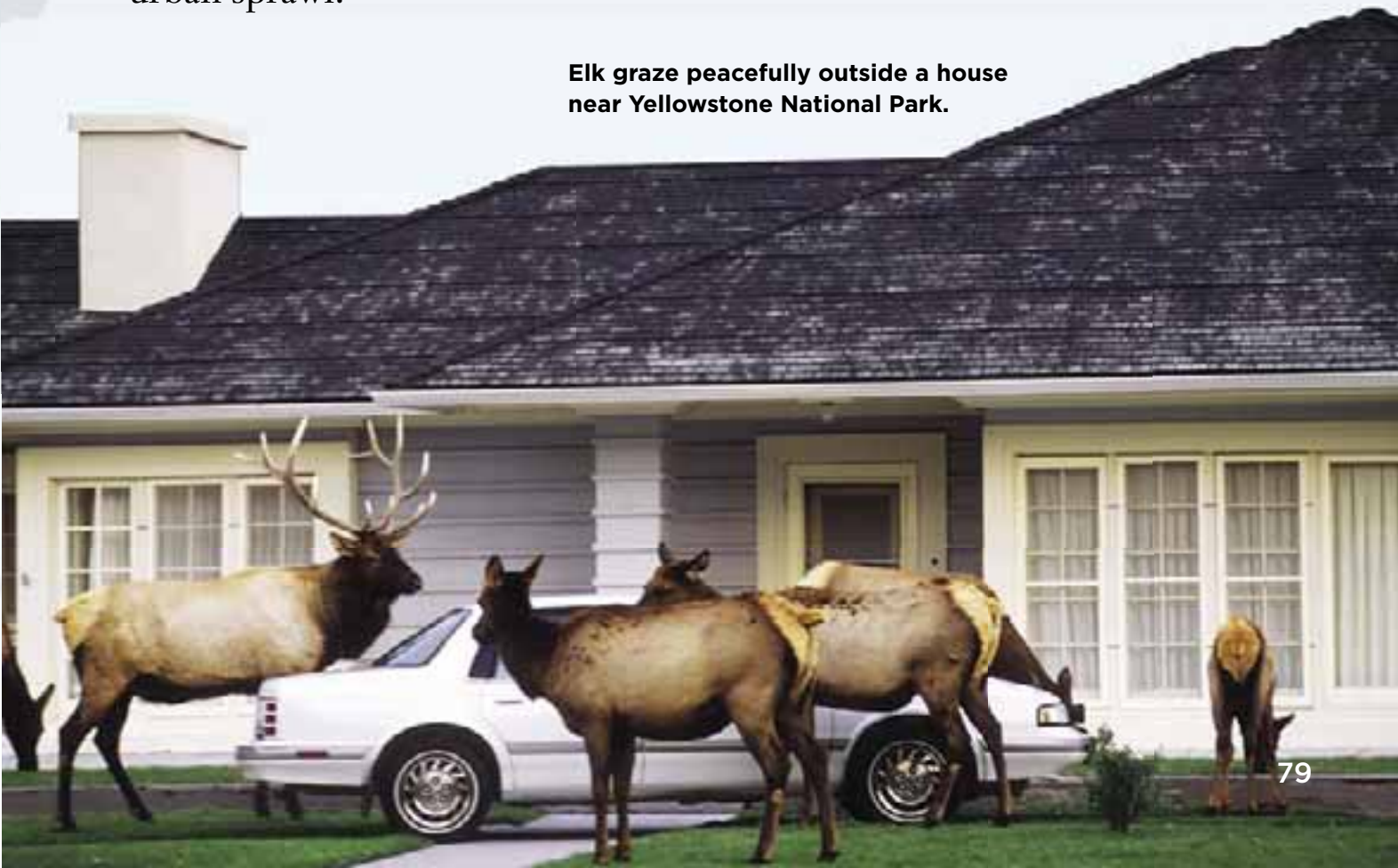
“It’s been going on for about three years,” says Gregg Baker, 49. He lives in Margaretville, New York, at the edge of a forest. One night he woke to the sound of banging. “I went running downstairs,” says Baker. “There was a bear on the picnic table attempting to get in the kitchen window.”

Animals are making themselves at home in human neighborhoods. In Georgia, alligators have made a splash in **neighborhood** pools. One even strolled down a sidewalk in Savannah! In Big Pine Key, a Florida island, deer eat flowerbeds. In parts of New Jersey, black bears are getting too close for comfort. According to one resident, “Bears don’t belong here. People do.”

Road to Wildlife

Why is life in some U.S. neighborhoods getting wilder? New homes are popping up in places where wildlife lives. Each year, about two million acres of open space are turned into housing, roads, and buildings. This is called urban sprawl.

Elk graze peacefully outside a house near Yellowstone National Park.





In Florida, problem alligators are trapped and removed.



A snowman's carrot nose attracts a white-tailed deer.



A bear cub dashes across the street in downtown Durango, Colorado.

Urban sprawl upsets the plants and animals that live in an area. When humans move into a habitat, animals and plants lose some of the land and water they need to survive. This can cause animals and plants to become endangered, or even extinct.

A Shrinking World

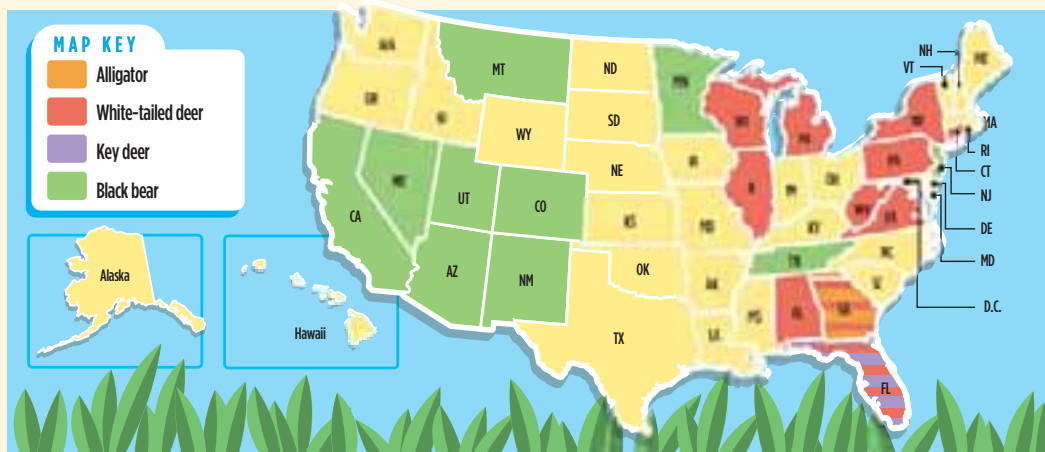
When big highways or other structures are built on their land, animals may run out of food to eat. Some species must look for food to survive. Many animals, like the bears in New Jersey, **resort** to roaming through neighborhoods for tasty treats.

Scientists say we can protect animals by changing the way we build new communities. For example, in the Florida Everglades, builders are **addressing** the problem by making special bridges and tunnels so that alligators, panthers, and bobcats can cross roads safely. Deer and other animals have also been protected by nature-friendly building projects.

Michael Klemens works for the Wildlife Conservation Society. He helps city planners build a better future. "We know more than we did 20 years ago," he says. "We can take that knowledge and make better decisions."

Critters in Trouble

In nearly every state, animals are threatened by development. This map shows states in which animals are threatened by urban sprawl.



Alligator



Key deer



White-tailed deer



Black bear



Think and Compare

1. One New Jersey resident said, "Bears don't belong here. People do." Do you agree or disagree with that statement? Explain your reasons.
2. What animals are mentioned in this article?
3. What is urban sprawl?
4. How are the people at Lost City School and wildlife experts around the country addressing their problems?



Test Strategy

Right There

You can put your finger on the answer. Look for key words.

All Are **Equal:** It's the Law!

In the early 1950s, black students and white students went to separate schools in many states. That unfair practice changed in 1954. The parents of Linda Brown, 7, wanted to send their daughter to an all-white school in Topeka, Kansas. The school was just a few blocks from where the Browns lived. Instead, Linda had to travel two miles to a school for African Americans only.

In 1951, Linda's father went to court to tell Linda's story. On May 17, 1954, the Supreme Court ruled that segregation—separating people because of their color—in public schools was against the law. Schools across the country had to integrate—allow black and white students to go to school together.

Many years later, Linda Brown talked about that famous day. "I remember seeing tears of joy in the eyes of my father as he hugged us," she said. That victory made it possible for all kids, no matter what their skin color is, to have an excellent education.



Linda Brown in 1951

Linda Brown's Triumph

- 1944:** Linda is born on May 14.
- 1948:** The Brown family moves to Topeka, Kansas.
- 1951:** Linda Brown cannot go to an all-white school.
- 1954:** The Supreme Court listens to Linda's father and rules that all schools must be integrated.
- 1956:** Linda Brown enters an integrated junior high school.



Directions: Answer the questions.

1. What did Linda Brown's parents want?

- A** They wanted to send their daughter to an all-white school.
- B** They wanted a new school to be built in their neighborhood.
- C** They wanted the school district to buy more buses.
- D** They wanted to leave Topeka, Kansas.

2. Which word means "separating people because of the color of their skin"?

- A** integration
- B** division
- C** segregation
- D** separation

Tip

Look for key words.

3. Look at the time line. What year did the Brown family move to Kansas?

- A** 1944
- B** 1948
- C** 1954
- D** 1956

4. Why do you think it took three years to change the law?
Use details from the article in your answer.

5. Summarize the main idea of the article. Use the time line and details from the article to help you.

Write to a Prompt

In the selection “Whose Habitat Is It?” you read about what happens to wildlife when new highways are built. Suppose a highway were being built in your community. What might happen? What could you do to help? Use details from the article to support your answer.



I used details to support my main idea.

A Better Highway

A new highway is something people usually like. Highways help people travel from place to place more quickly. Sometimes highways hurt animals that live in neighborhoods where highways are built. If the new highway is built, many animals will lose their homes.

Another problem is that animals could try to cross the highway. That is dangerous for the animals and for people in cars. I have an idea for solving this problem. The highway should have fences to keep animals off. It should also have bridges or tunnels so animals can go from one side to the other. That way, the highway would be good for people, and it would not be so bad for animals.

Writing Prompt

How would you feel if new construction were taking place in your community? Would you agree with the builders or try to save the animals? Use information from “Whose Habitat Is It?” to support your answer.



Writer's Checklist

- ✓ Ask yourself, who is my audience?
- ✓ Think about your purpose for writing.
- ✓ Plan your writing before beginning.
- ✓ Use details to support your main idea.
- ✓ Be sure your ideas are clear and organized.
- ✓ Use your best spelling, grammar, and punctuation.

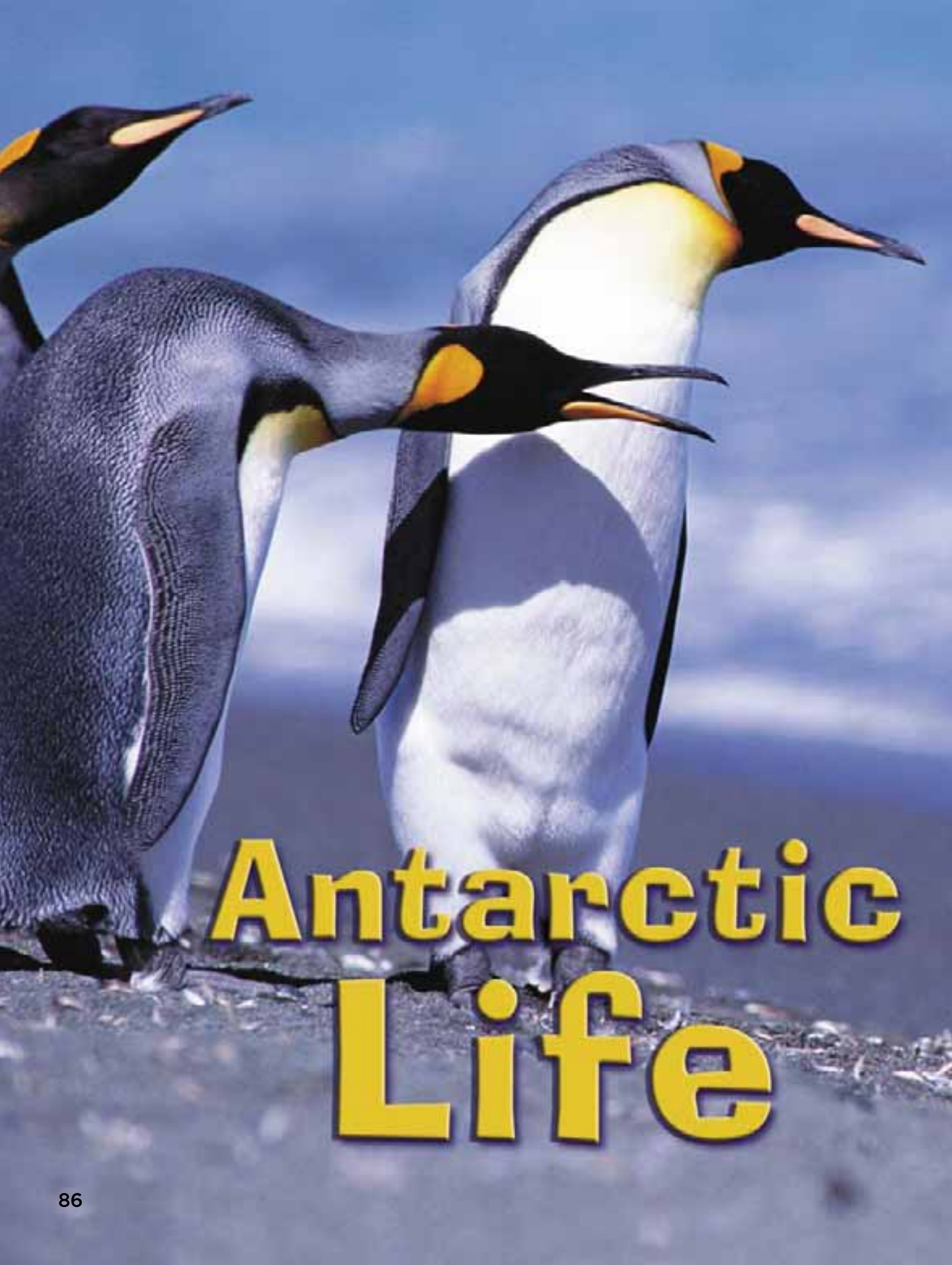
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Antarctic Life



Talk About It

Antarctica is a cold, icy place. What kinds of things do you think can live there?



Find out more about
Antarctic life at
www.macmillanmh.com

Life in Antarctica

by Kenji Foster

Vocabulary

fierce	huddle
whips	junior
echoes	down
shuffles	

Dictionary

Homographs are words that are spelled the same but have different meanings. *Down* is fine, soft feathers. Use a dictionary to find another meaning of *down*.

The coldest and iciest place on Earth is Antarctica. There, the temperature hardly ever gets above freezing, even in the summer. Believe it or not, some things can live in such a frozen land.

Plants

In the coldest months, a **fierce** wind **whips** the air across Antarctica. Those strong, blowing winds make the air so chilly that there is little rain. Simple plants without leaves, such as mosses and lichens [LY-kihnz], are the only kinds that can live in Antarctica. These plants grow on rocks near the coast where it is a little warmer.



Seabirds

Penguins, Antarctic terns, and brown skuas are three kinds of birds that live in Antarctica. If you listen closely, you may hear a penguin's bark as it **echoes**—bouncing off the icy land and softly repeating. Each penguin **shuffles** along the ice. Then they get together in a **huddle**, or tight group, to keep warm. New chicks have a layer of soft, fluffy feathers called **down**. As they grow into **junior** penguins, they begin to develop stiff, waterproof feathers. Now they can swim in cold water. While penguins live in Antarctica all year, the terns and the brown skuas only visit in the summer.

Seals and Whales

Blue whales, humpback whales, and southern right whales spend their summers in Antarctica as well. They have plenty of fat to keep them warm. Leopard seals, as well as Ross, Weddell, and crabeater seals, rely on thick fur for warmth. Crabeater seals travel well on land, but leopard, Ross, and Weddell seals move fastest when they stay **down** below the surface of the icy water.

Reread for Comprehension



Summarize

Main Idea and Details

The main idea of an article or paragraph explains what the article or paragraph is about. The details tell about the main idea.

A Main Idea Chart can help you summarize an article or paragraph. Reread the selection to find the main idea and the details that tell about it.

Main Idea	Details

Comprehension

Genre

Narrative Nonfiction is a story or account about actual living things.



Summarize

Main Idea and Details

As you read, use your Main Idea Chart.

Main Idea	Details

Read to Find Out

How does the father penguin take care of the penguin chick?





Penguin Chick

By Betty Tatham
Illustrated by Helen K. Davie



A **fierce** wind howls. It **whips** snow across the ice.
Here, a female emperor penguin has just laid an egg.
It is the only egg she will lay this year.

Most birds build nests for their eggs. But on the ice in Antarctica, there are no twigs or leaves. There is no grass or mud. Nothing to build a nest with. Nothing but snow and ice.

The new penguin father uses his beak to scoop the egg onto his webbed feet.

He tucks it under his feather-covered skin, into a special place called a brood patch. The egg will be as snug and warm there as if it were in a sleeping bag.

One of the penguin parents must stay with the egg to keep it warm. But where penguins lay their eggs, there is no food for them to eat.



The penguin father is bigger and fatter than the mother. He can live longer without food. So the father penguin stays with the egg while the mother travels to the sea to find food.

The two parents sing together before the mother penguin leaves.

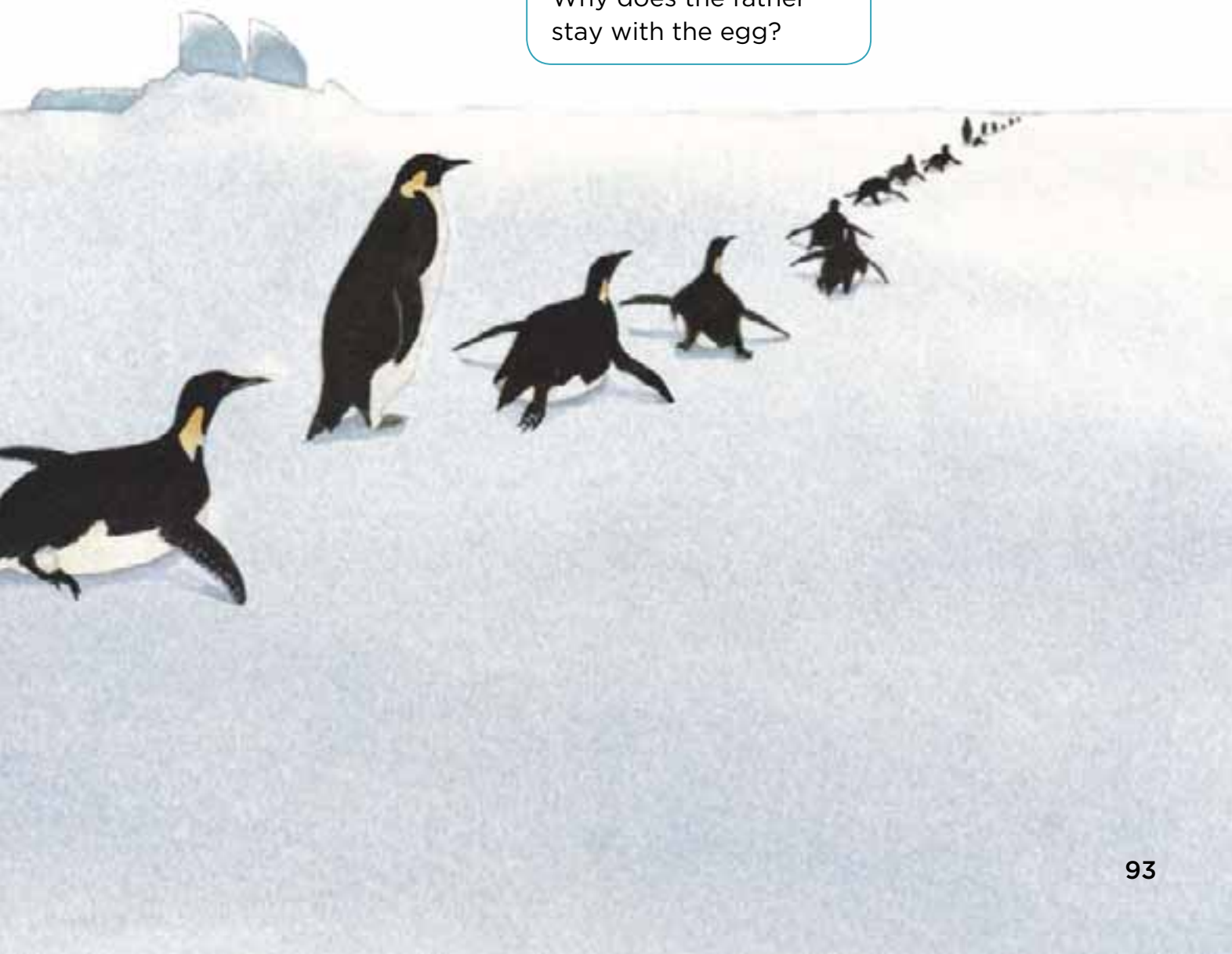
Along with many other penguins, the mother penguin leaves the rookery, where she laid her egg.

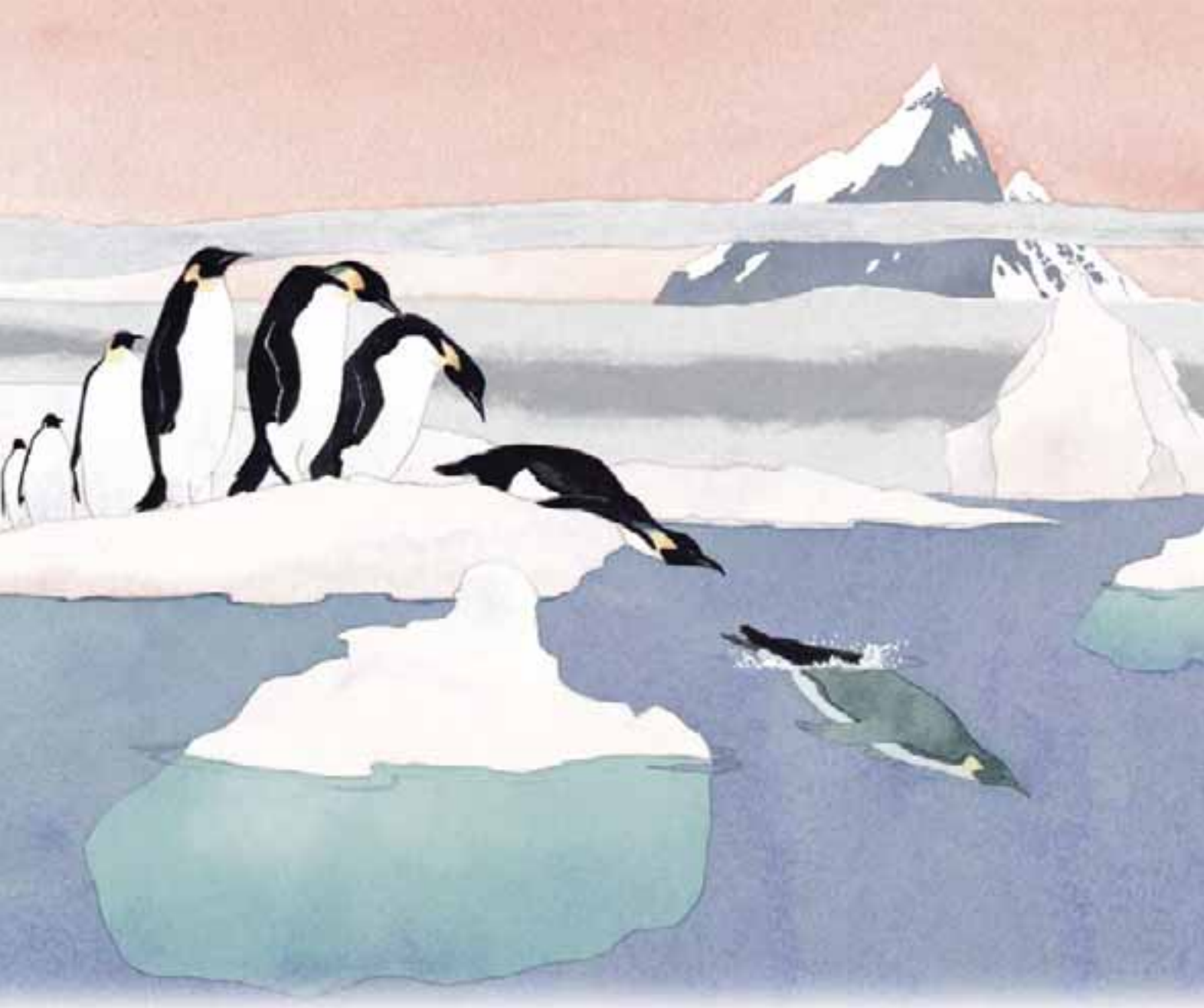
The mother walks or slides on her belly. This is called tobogganing. She uses her flippers and webbed feet to push herself forward over ice and snow.



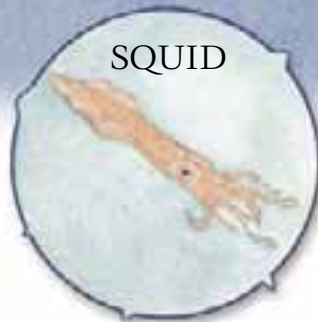
Main Idea and Details

Why does the father stay with the egg?





Because it's winter in Antarctica, water near the shore is frozen for many miles. After three days the mother penguin comes to the end of the ice.



She dives into the water to hunt for fish, squid,
and tiny shrimplike creatures called krill.

Back at the rookery, the penguin fathers form a group called a **huddle**. They stand close together for warmth. Each one keeps his own egg warm.



Main Idea and Details

Why do the fathers form a huddle at the rookery?



For two months the penguin father always keeps his egg on his feet. When he walks, he **shuffles** his feet so the egg doesn't roll away. He sleeps standing up. He has no food to eat, but the fat on his body keeps him alive.





Finally he feels the chick move inside the egg. The chick pecks and pecks and pecks. In about three days the egg cracks open.

The chick is wet. But soon his soft feathers, called **down**, dry and become fluffy and gray. The father still keeps the chick warm in the brood patch. Sometimes the chick pokes his head out. But while he's so little, he must stay covered. And he must stay on his father's feet. Otherwise the cold would kill him.



The father talks to the chick in his trumpet voice. The chick answers with a whistle.

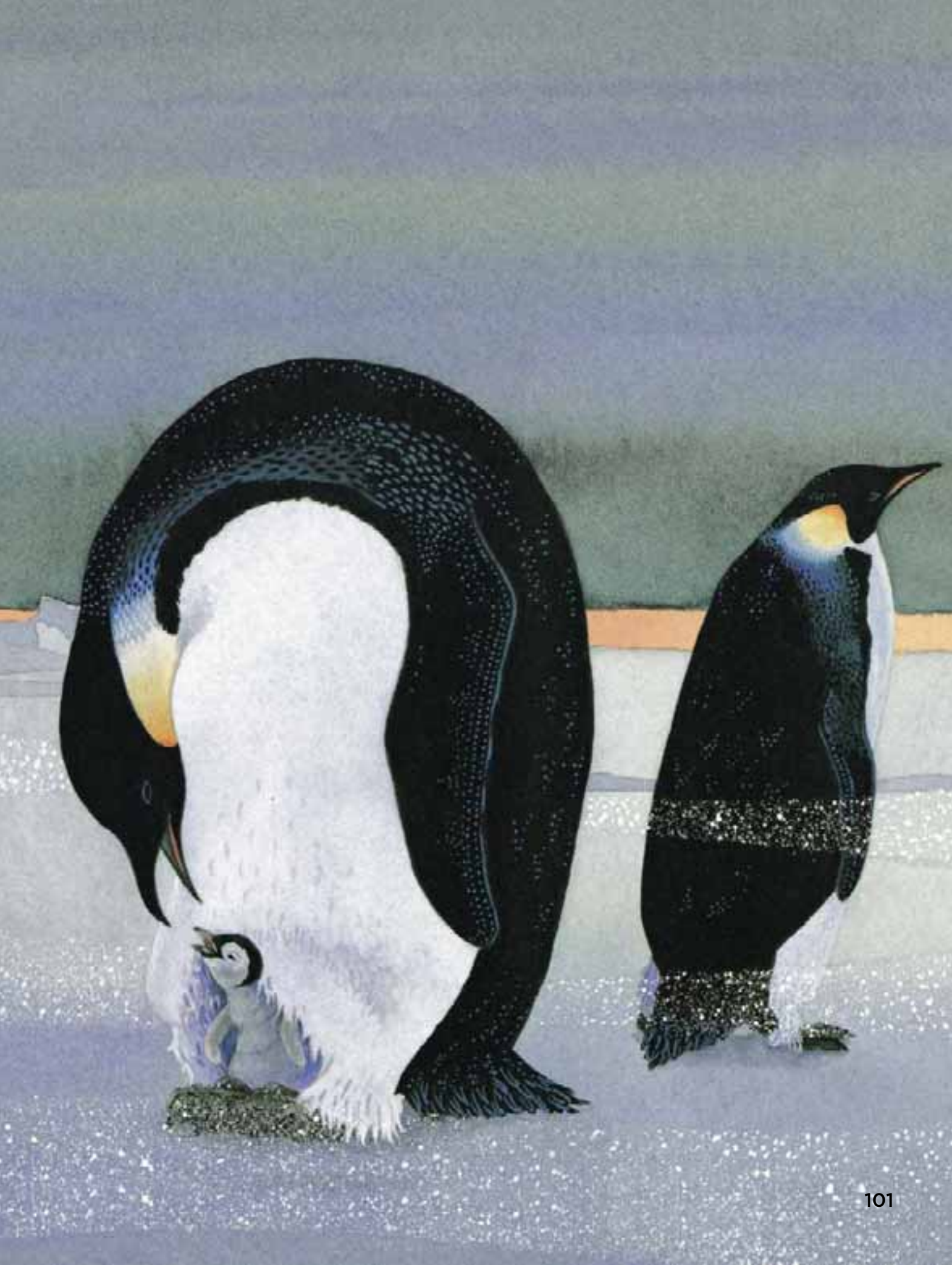
The father's trumpet call **echoes** across the ice. The penguin mother is on her way back to the rookery, but she can't hear him. She's still too far away. If the mother doesn't come back soon with food, the chick will die.

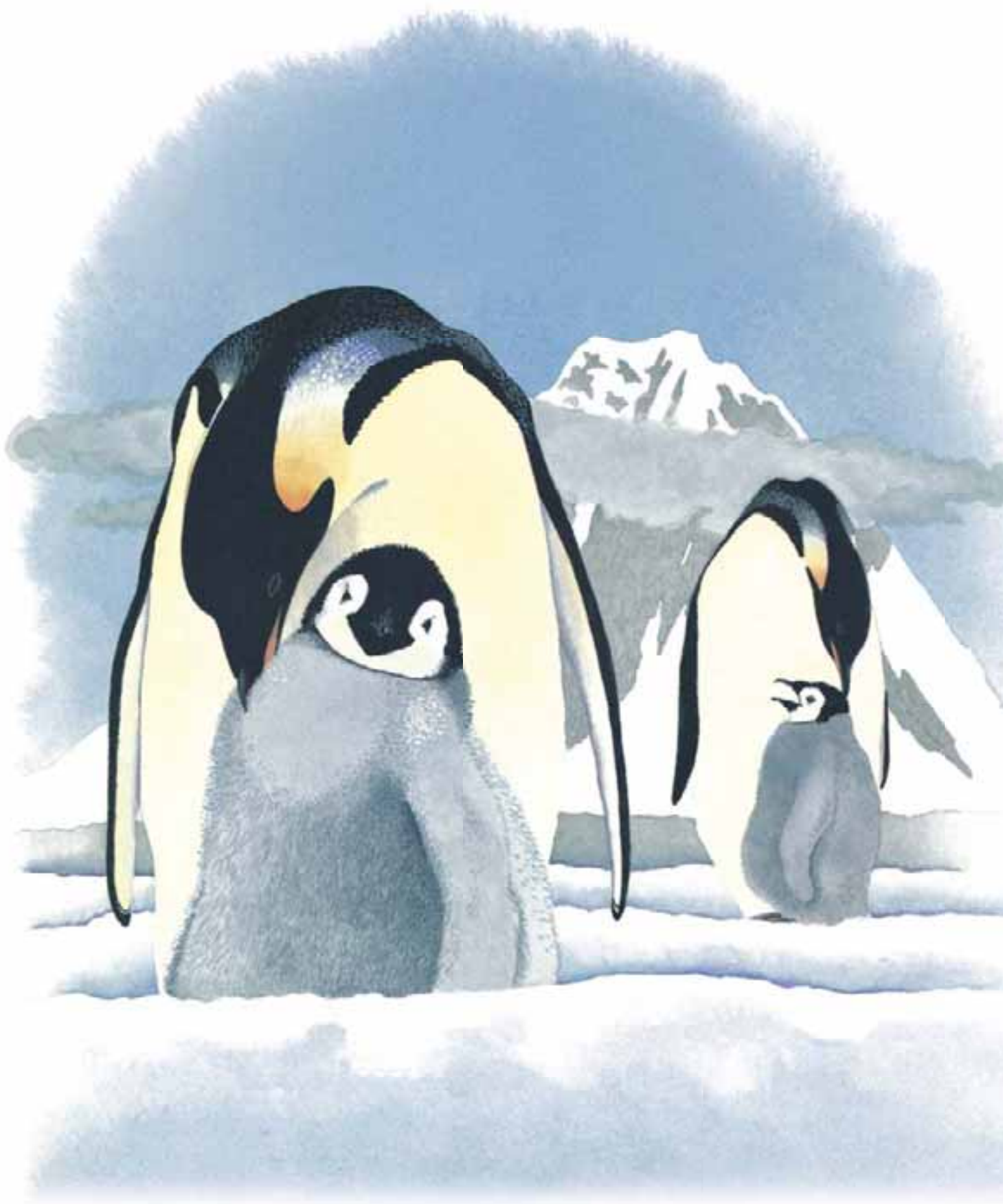


Two days pass before the mother can hear the father penguin's call.

At last the mother arrives at the rookery. She cuddles close to her chick and trumpets to him. He whistles back. With her beak she brushes his soft gray down.

The mother swallowed many fish before she left the ocean. She brings some of this food back up from her stomach and feeds her chick. She has enough food to keep him fed for weeks. He stays on her feet and snuggles into her brood patch.







The father is very hungry, so he travels to open water. There he dives to hunt for food. Weeks later the father returns with more food for the chick.

Each day the parents preen, or brush, the chick's downy coat with their beaks. This keeps the down fluffy and keeps the chick warm.

As the chick gets bigger, he and the other chicks no longer need to stay on their parents' feet. Instead they stay together to keep warm.

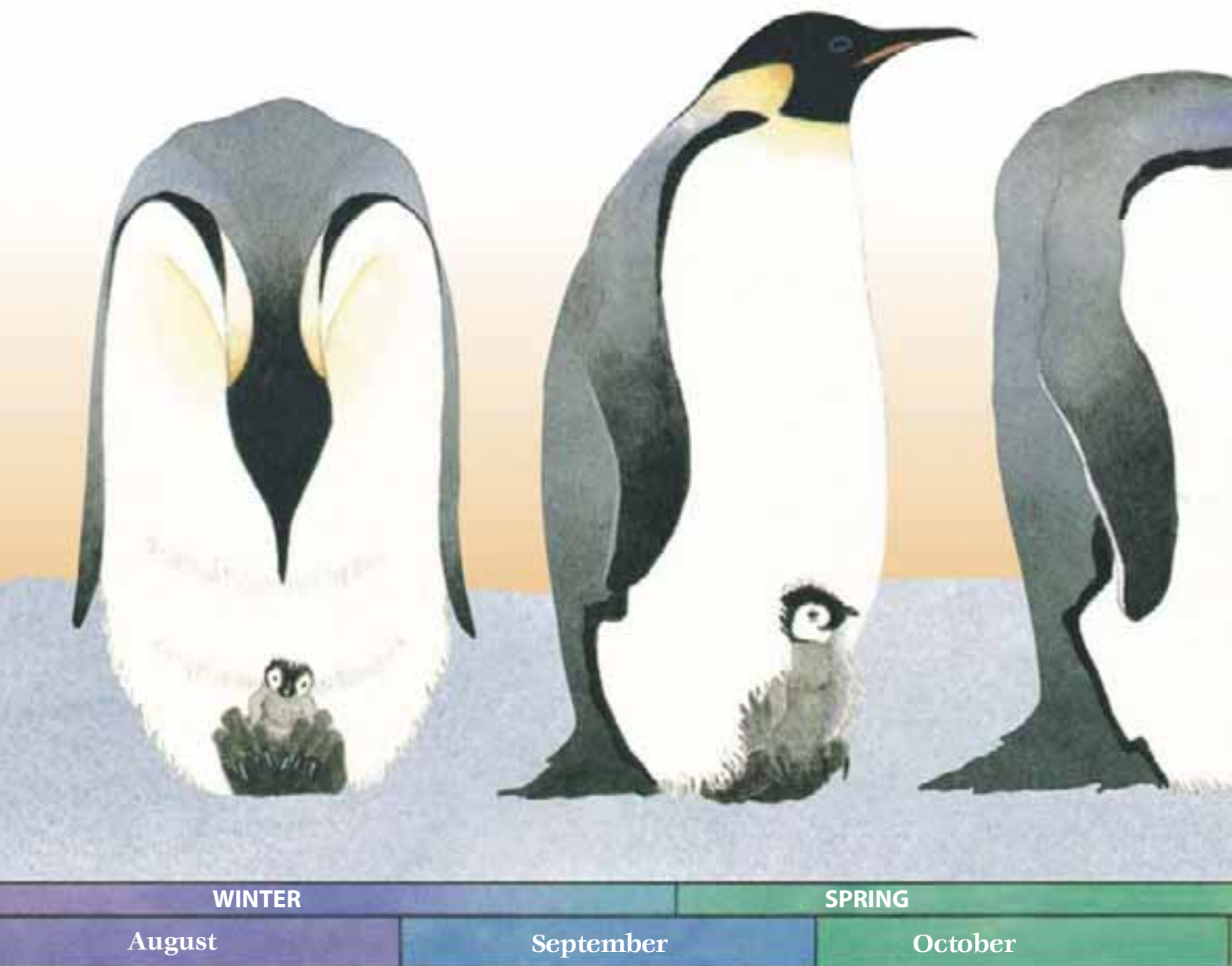
This group of chicks is called a crèche, or a nursery. The chick now spends most of his time here. But he still rushes to his mother or father to be fed when either one comes back from the ocean.

Sometimes the chick and the other young penguins dig their beaks into the ice to help them walk up a slippery hill. They toboggan **down** fast on their fluffy bellies.

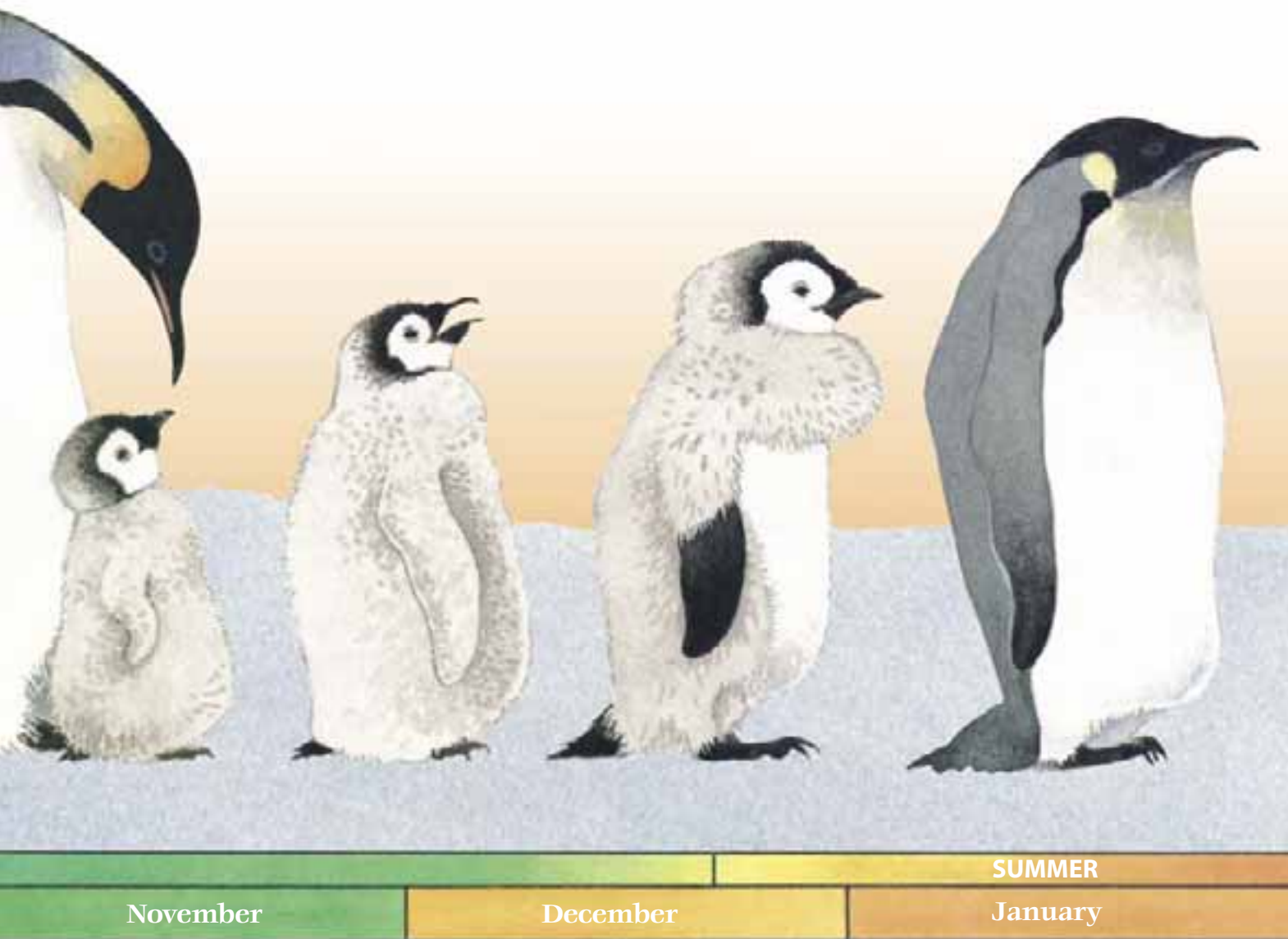




The chick grows and grows. After five months, he has grown into a **junior** penguin. He is old enough to travel to the ocean.



Now he has a waterproof coat of feathers, instead of fluffy down. He can swim in the icy cold ocean because his feathers keep him dry and warm.







The young penguin spends most of his time in the water. He swims, flapping his flippers as if he were flying underwater. He uses his webbed feet to steer wherever he wants to go.

He catches a fish with his beak and swallows it headfirst.

Now the young penguin can catch his own food and take care of himself. In about five years he'll find a mate. Then he'll take care of his own egg until the chick can hatch.



Chill Out with Betty and Helen!

Author

Betty Tatham likes writing nonfiction books about animals for children. She became interested in writing after years of teaching children to enjoy nature and write their own stories. Betty works hard at being an author. She has taken writing classes and attended special conferences for writers.

Other books by Betty Tatham: *How Animals Communicate* and *How Animals Play*



Illustrator

Helen K. Davie has chilly memories of her work on this story. She went to Sea World in San Diego and spent time in the emperor penguins' frozen habitat. Helen got an up-close look at the birds so she could draw them better.



Author's Purpose

Nonfiction authors often write to explain or inform. Why did Betty Tatham write *Penguin Chick*? What clues help you figure out her purpose?



Find out more about Betty Tatham and Helen K. Davie at

www.macmillanmh.com



Comprehension Check



Retell the Story

Use your Main Idea Chart to help you retell *Penguin Chick*. Include the most important ideas and supporting details about the life of an emperor penguin chick.

Main Idea	Details

Think and Compare



1. Describe Antarctica, the home of emperor penguins. What makes it hard for penguin chicks to survive in this **fierce**, cold place? **Summarize: Main Idea and Details**
2. What would happen if the mother and father penguins left the chick at the same time to get food? **Synthesize**
3. Emperor penguins work as a team. Discuss the ways you work as a member of a team. **Apply**
4. In what ways are emperor penguins like other animals and their young? **Evaluate**
5. What is the common main idea in “Life in Antarctica” and *Penguin Chick*? Use details from both selections to support your answer.
Reading/Writing Across Texts



Antarctic Anthem

Poetry

Poetry uses elements such as rhyme, rhythm, and repetition to express feelings and ideas.



Literary Elements

Rhythmic Patterns are series of stressed and unstressed syllables.

Imagery is the use of words to create a picture in the reader's mind.

At the bottom of the planet
Lies a land of ice and granite:
Ant · arc · ti · ca! Ant · arc · ti · ca!
Where winter days are dark-tica.
It's the continent of our birth;
It's the coldest place on earth:
Ant · arc · ti · ca! Ant · arc · ti · ca!
You'd better wear your park-tica,
Or the brutal, blasting blizzards
Will freeze your beaks and gizzards.
Ant · arc · ti · ca! Ant · arc · ti · ca!

Breaking "Antarctica" into syllables and repeating it again and again creates a rhythmic pattern in the poem.

Come visit on a lark-tica!
We'll snuggle in the snow
When it's thirty-five below.
Ant · arc · ti · ca! Ant · arc · ti · ca!
It's grander than New York-tica.
Skyscraping icebergs roam
All across the frosty foam
In our sweet Antarctic home.

— *Judy Sierra*

This line uses imagery to paint a picture of icebergs being as big as skyscrapers.

Connect and Compare



1. Which words in this poem help form an image of Antarctica? **Imagery**
2. An anthem is the official song of a country or place. How are the words of “Antarctic Anthem” like a song? **Evaluate**
3. Compare “Antarctic Anthem” to *Penguin Chick*. Which selection gives you more information about life in Antarctica? Explain. **Reading/Writing Across Texts**



Find out more about lyric poems at
www.macmillanmh.com

Writer's Craft

Precise Words

A writer chooses words to create a clear and accurate picture for readers. Choose just the right **precise words** to describe your topic and to show how you feel about it.

In my acrostic poem, each line's first letter spells out "penguins." I used precise words.

My words create a clear picture.

Write an Acrostic Poem

All About Emperor Penguins

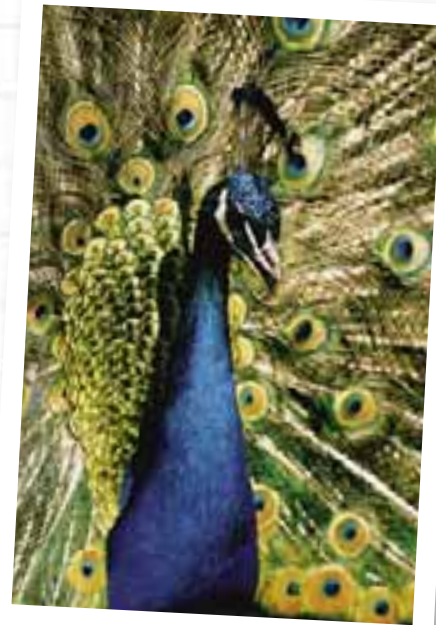
by Keisha J.

Peck to get out of eggs
Eggs balance on father's feet
No nest
Glide on bellies over snow
Unique
Ice walkers
Need waterproof feathers
Sleep standing up



Your Turn

Write an acrostic poem about an animal. It may be an animal you have seen in a zoo. It may be an animal you have learned about in books or on television. Be sure to use precise words that create a “picture” of the animal. Use the Writer’s Checklist to check your writing.

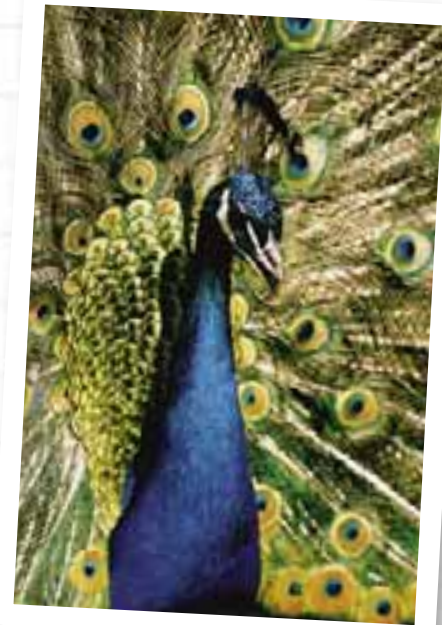


Writer's Checklist

- ☒ **Ideas and Content:** Did I include details that are interesting?
- ☒ **Organization:** Do the first words in each line begin with the correct letters?
- ☒ **Voice:** Did I use language that shows how I feel about the topic?
- ☐ **Word Choice:** Did I use **precise words** that describe the animal?
- ☒ **Sentence Fluency:** Does the poem flow well and sound good when I read it out loud?
- ☒ **Conventions:** Did I check my spelling?

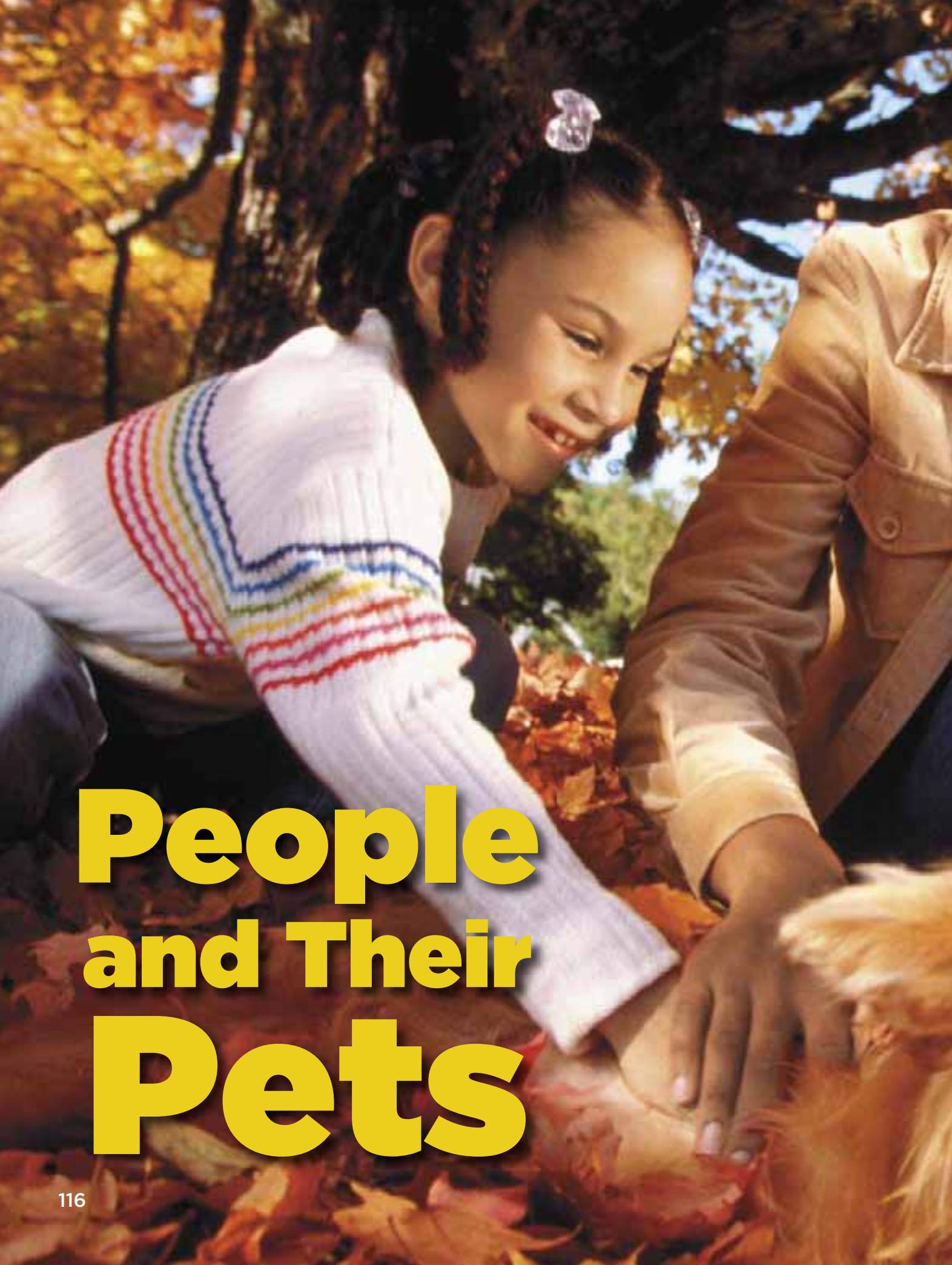
Your Turn

Write an acrostic poem about an animal. It may be an animal you have seen in a zoo. It may be an animal you have learned about in books or on television. Be sure to use precise words that create a “picture” of the animal. Use the Writer’s Checklist to check your writing.

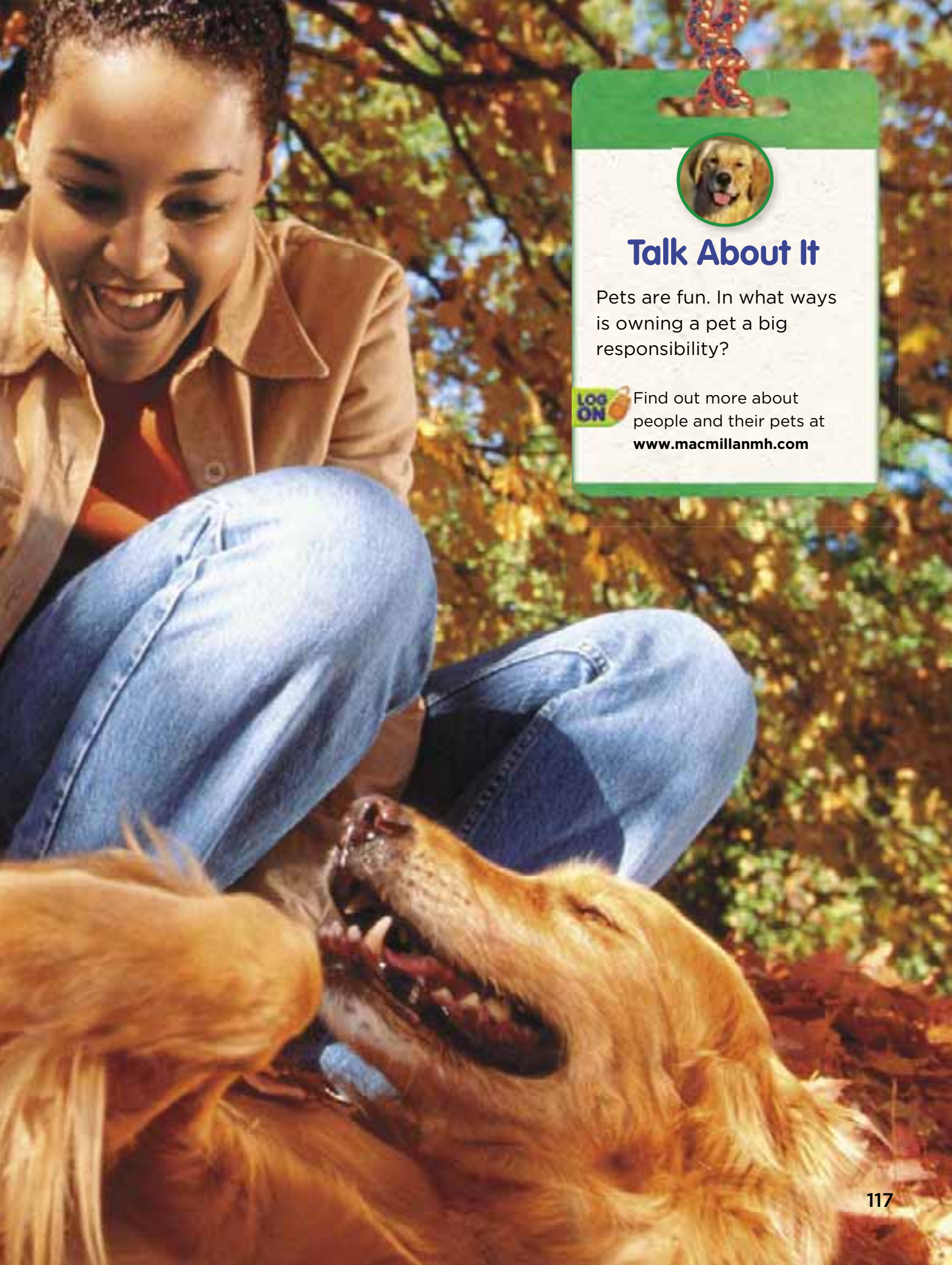


Writer's Checklist

- ☒ **I** **deas and Content:** Did I include details that are interesting?
- ☒ **O** **rganization:** Do the first words in each line begin with the correct letters?
- ☒ **V** **oice:** Did I use language that shows how I feel about the topic?
- ☐ **W** **ord Choice:** Did I use **precise words** that describe the animal?
- ☒ **S** **entence Fluency:** Does the poem flow well and sound good when I read it out loud?
- ☒ **C** **onventions:** Did I check my spelling?



People and Their Pets



Talk About It

Pets are fun. In what ways is owning a pet a big responsibility?



Find out more about people and their pets at www.macmillanmh.com

Choosing a Pet

by Michael Teras

Vocabulary

perfect manage
challenge scratch
healthy appetite
satisfy

Dictionary

Multiple-Meaning Words

are words that have two or more meanings. Read the selection and use your dictionary to find out each meaning of the word *scratch*.

Luis was excited because he was going to get a pet. He thought about all of the kinds of animals he liked. But which pet would be **perfect** for him and his family? Finding the right pet would be a **challenge**, but he was ready to try.

At the Pet Store

"How about getting a dog, Mom?" Luis asked. "Look at how playful this one is. It would be a great pal!"

"It is lively and friendly," Mrs. Santiago laughed. "And look at its shiny fur! It looks very **healthy**. A dog would be fun and friendly. But could we **satisfy** a dog's needs? I work during the day and you're in school. No one would be home during the day to **manage** its care."

Problems with Pets

Mr. Stein, the store owner, tried to help. "Dogs like to spend time with their owners," said Mr. Stein. "Some dogs get upset when they're left alone."



Luis sighed. “We can’t get a dog then. I guess we can **scratch** it off our list.”

“How about a cat?” asked Mr. Stein.

“Ah-choo!” Mrs. Santiago sneezed. “Cats are very cute, but I have an allergy. Cats make me sneeze.”

“What’s left, Mom?” Luis asked.

A Good Match

“Cats and dogs are very popular pets,” said Mr. Stein. “But there are other wonderful pets, such as rabbits, guinea pigs, and fish.”

Luis petted a small, spotted rabbit. “Its fur is so soft. I like its wiggly, black nose!”

“Rabbits don’t mind being alone. And they have a small **appetite**. Rabbits eat very little compared to big dogs,” said Mr. Stein. “Plus, they don’t **scratch** the furniture in order to sharpen their claws, as cats sometimes do.”

“Luis,” Mrs. Santiago said, “I think we found the right pet for both of us!”



Reread for Comprehension

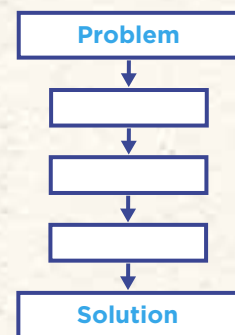


Analyze Story Structure

Problem and Solution

A story’s plot begins with a character who has a problem. The problem is what the character wants to do, find out, or change. The solution is how the problem is solved.

A Problem and Solution Chart can help you understand story structure. Reread the selection to find the problem, three ways they tried to solve it, and the solution.



Comprehension

Genre

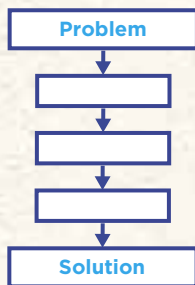
Humorous Fiction is a made-up story written to make readers laugh.



Analyze Story Structure

Problem and Solution

As you read, use your Problem and Solution Chart.



Read to Find Out

How does Elizabeth solve her problem?

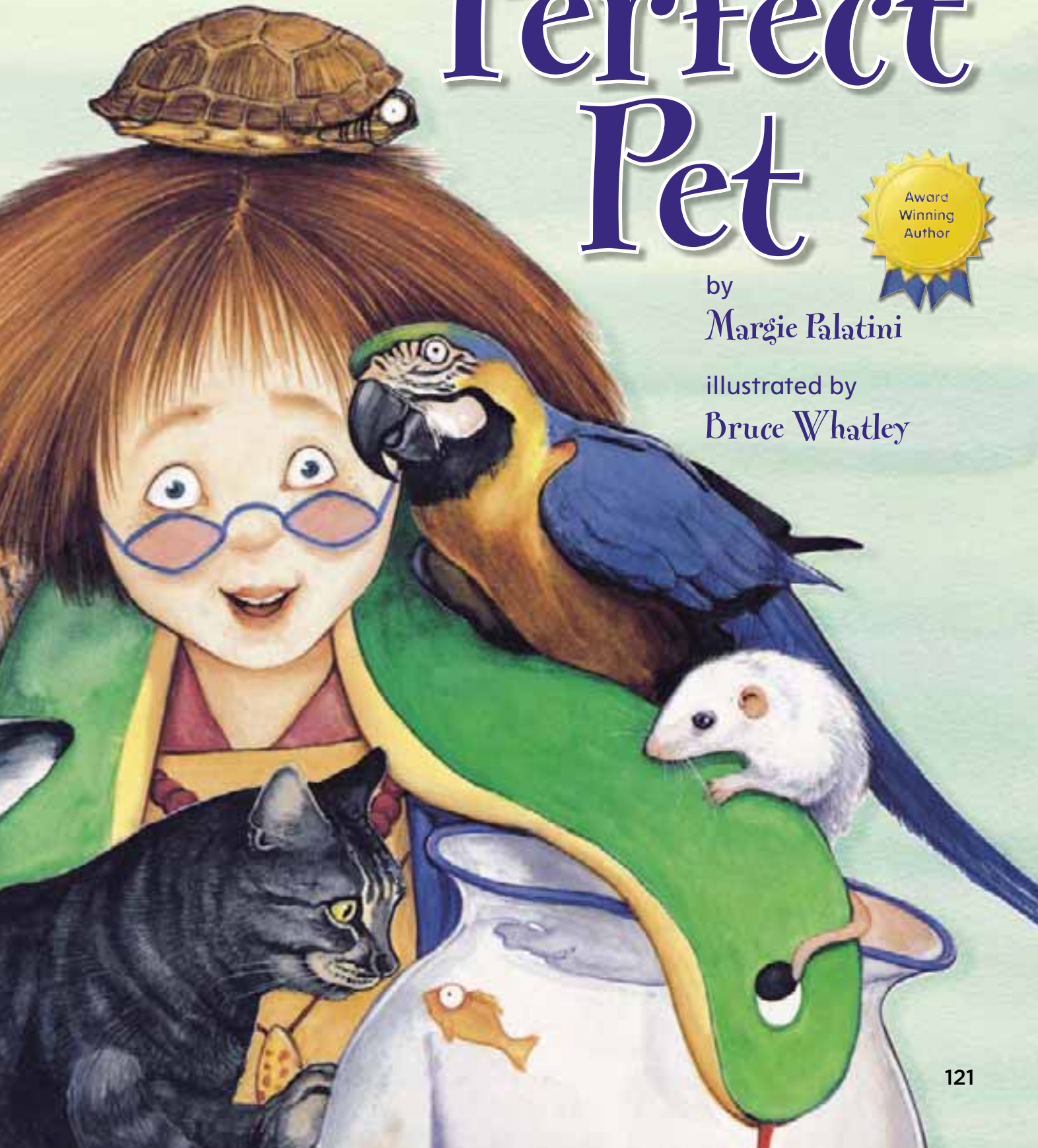


The Perfect Pet



by
Margie Palatini

illustrated by
Bruce Whatley



Elizabeth really, really, *really* wanted a pet. Her parents really, really, *really* did not.

They gave her a plant instead.

Mind you, it was a very good-looking plant, as cactus plants go. And it had quite a prickly sense of humor.

Elizabeth named it Carolyn, which seemed to suit it just fine. It was absolutely no trouble and it was a very good listener.

Snuggling was a bit of a **challenge**. However, Elizabeth did **manage** a quick hug now and then.

Elizabeth really, really did like the plant ... but, she still really, really, *really* wanted a pet.

And she had a plan.





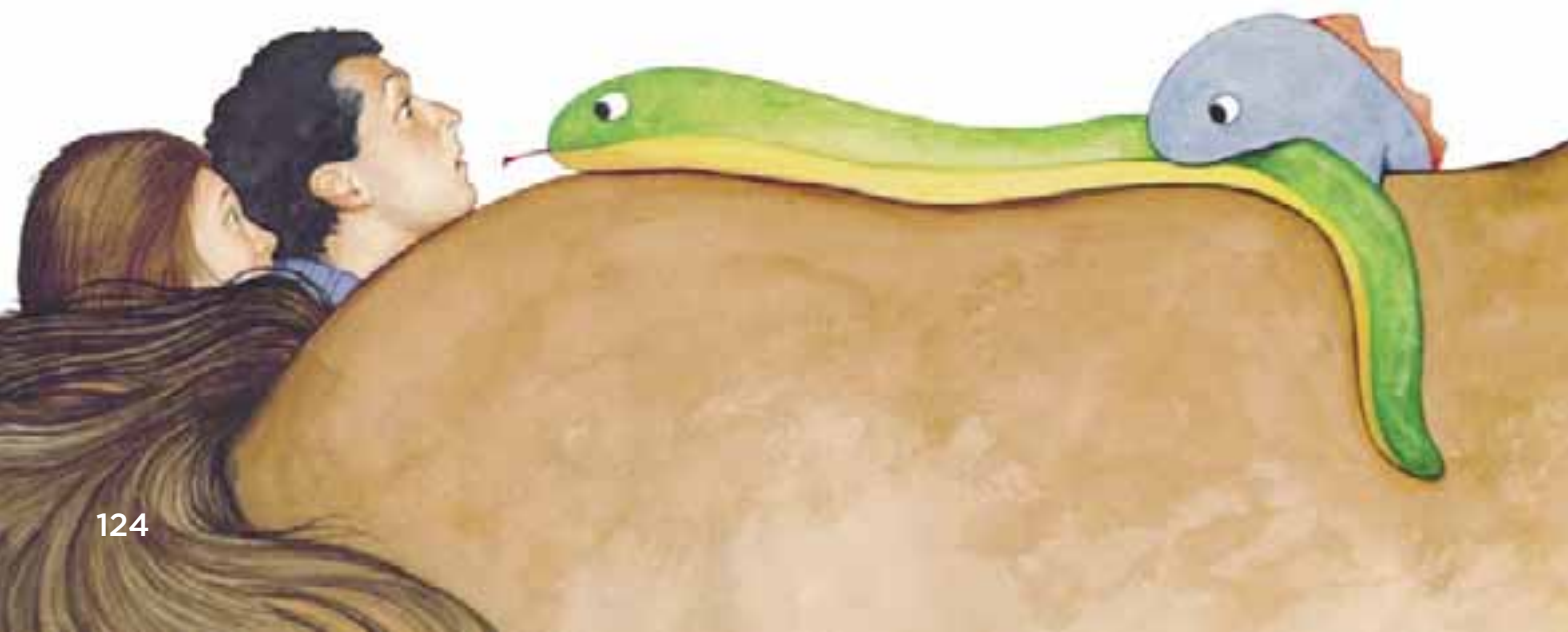
The Element of Surprise



“So, how about a horse?”

“Huh? What? Who?” said Father.

“Who? What? Huh?” said Mother.



“I could ride it. Give it carrots. Lumps of sugar. A horse would be the **perfect** pet. Whaddya say?”

Father yawned. “A horse is too big.”

Mother sighed. “Our yard is too small.”

“Why, it would eat us out of house and home,” said Father.

“A horse is not *quite* perfect, dear,” said Mother, going back to sleep.

“Not *quite* perfect,” said Father sleepily.

Scratch the horse.



Catch Them Off Guard



“What about a dog?”

“Huh? What? Who?” said Father as he stood in front of the mirror shaving.

“Who? What? Huh?” said Mother, peeking from behind the shower curtain and dripping soapy water.

“I could take it for walks. Teach it tricks. Feed it treats. Play fetch. A dog would be the perfect pet. Whaddya think?”



Father spit shaving cream. "Dogs bark. They're much too loud."

Mother grabbed a towel. "They jump all over the furniture."

"A dog is not *quite* perfect, Elizabeth," said Father as he shaved.

"Not *quite* perfect," called Mother from the shower.

Forget Fido.



The Full Stomach



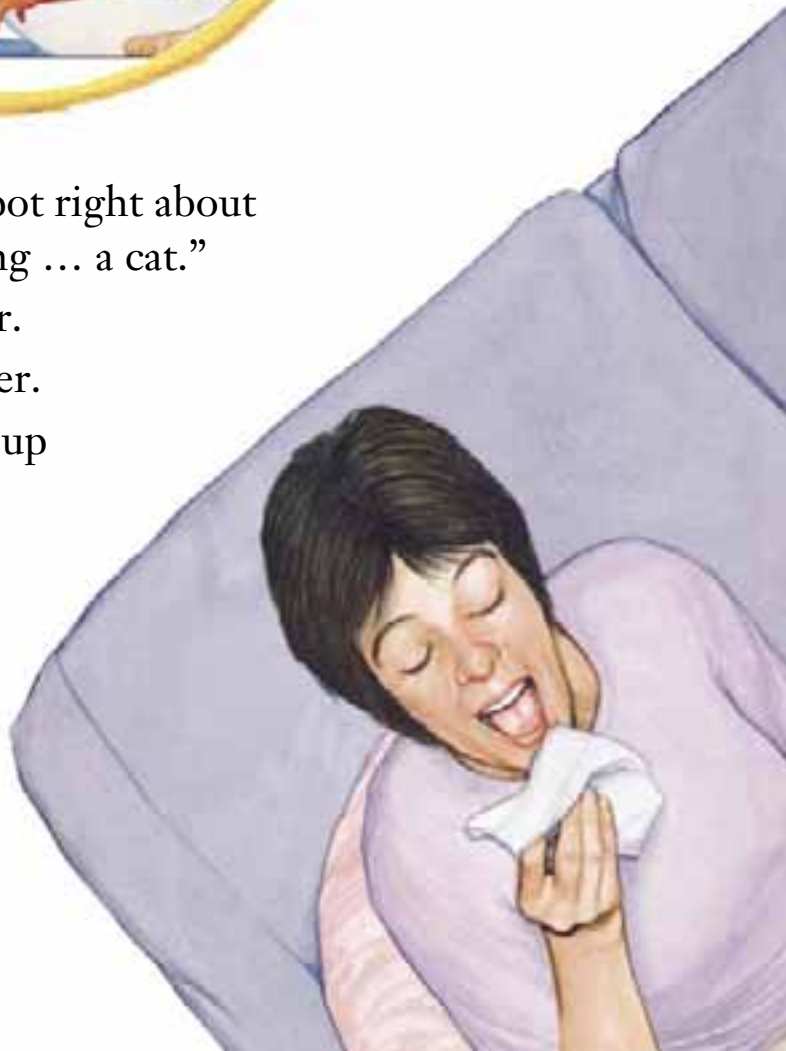
Burp.

“You know what would hit the spot right about now?” asked Elizabeth. “I’m thinking ... a cat.”

“Huh? What? Who?” said Father.

“Who? What? Huh?” said Mother.

“A cat could lick the plates. Curl up in my lap. Drink leftover milk. And we’d always know what to do with all that extra string. A cat would be the perfect pet. So ... how about it?”

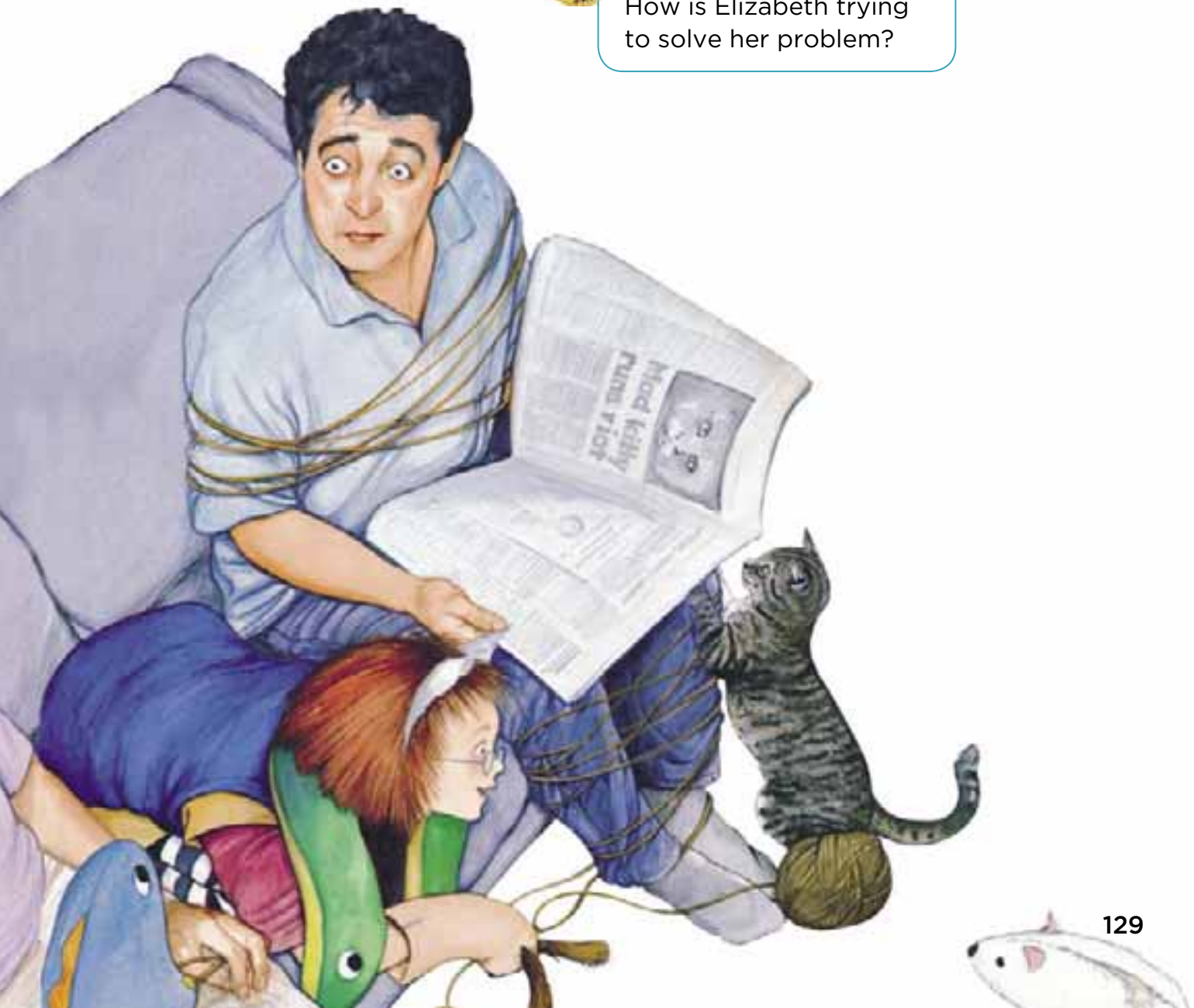


Father picked up the newspaper.
“Cats **scratch**.”
Mother cleared the table. “Cats shed all over.”
“A cat is definitely *not* the perfect pet,” said Father.
“Achoo! I’m sneezing already,” said Mother.
Cross off kitty.



Problem and Solution

How is Elizabeth trying to solve her problem?



Go for Broke

“How about a bird?

Bunny?

Turtle?

Fish?

Guinea pig?

Rat?

Any? All?

Take your pick!” said Elizabeth.



Her parents looked at each other.

“Nope.”

“Afraid not.”

“Not quite.”

“Too fishy.”

“Uh-uh.”

“Don’t even go there.”

“What’s left?”

moaned Elizabeth.



Doug

Elizabeth was thinking she would never ever find the really, really, *really* perfect pet, when ... what do you know? She really, really did.

In fact, she almost stepped on it.

Right there on her rug. A bug.

Elizabeth picked him up.

She held him in her hand. Looked him in the eyes.

He wasn't too big. He most definitely was not too loud.

He couldn't jump on the furniture. Didn't scratch. Didn't shed. And how much food could he possibly eat?

He was the perfect pet.

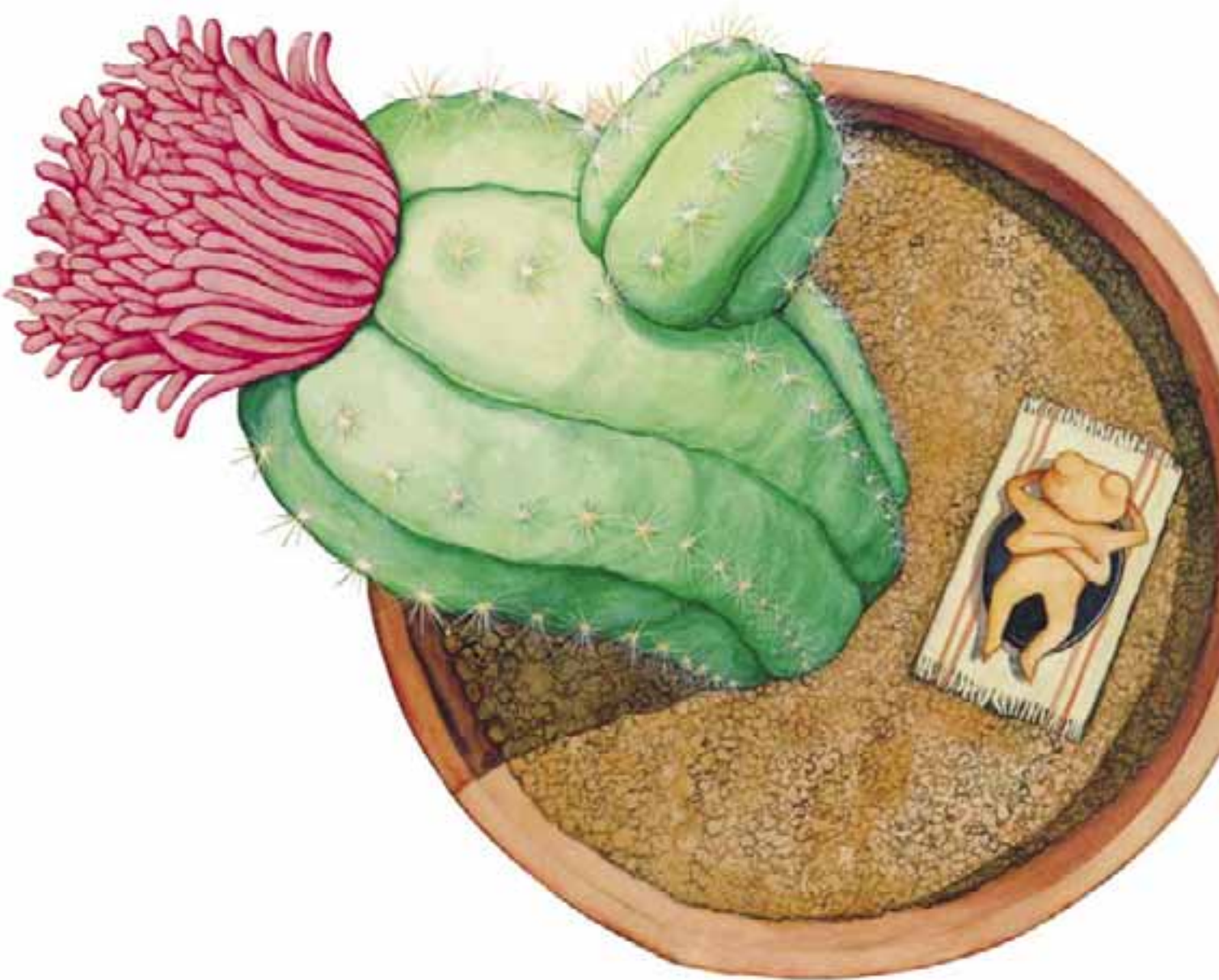
Carolyn totally agreed.





Snug

Doug moved right in to the lovely house in the corner of Elizabeth's room. It had everything a bug could possibly want and more. Including his very own cactus plant, as Carolyn was only a hop, skip, and jump away. He truly enjoyed sunning himself in her sand.



Of course, Elizabeth provided him with enough crumbs to **satisfy** any growing bug's **appetite**.

As expected, their relationship was a *tad* different than the usual.

Doug could not give Elizabeth a pony ride. She could not take him for a walk.

He could not catch a ball or fetch, no matter how many times they practiced.

And try as he might, Doug just couldn't get the hang of playing with string.

But he was very helpful with homework. (He always knew where to put a decimal or a period.)

And he loved snuggling up with Elizabeth each night for a story. What more could you ask? He was perfect.



Problem and Solution

How do you think Elizabeth's parents will feel about the pet she chose?



Unsnugged

With all those crumbs and plenty of sun, Doug grew by leaps and bounds. He was one big, **healthy** bug ... and then some.

The only trouble really, really, *really* came one Saturday morning, many weeks later. Elizabeth's mother came into her bedroom to get the laundry and ...

"THERE'S A BUG IN THAT BED!" she screamed.





“A bug!” shouted Father, ready to swat.

“That’s Doug,” said Elizabeth very protectively.
“He’s my pet.”

Her parents looked at each other. “Pet?”

“Pet,” said Elizabeth. “Just like you wanted.
He’s not big like a horse. He isn’t loud like a dog.
He doesn’t jump on furniture, scratch, or shed.
And he hardly eats a thing.”

“But, a *bug*?” asked Father.

“A *bug*?” repeated Mother.

“*Doug*,” said Elizabeth. “And he’s perfect.”



One Big Happy Family

“Think we should have said ‘yes’ to the dog?” whispered Father to Mother.

Mother shrugged. “I don’t know. We have more room on the couch with the bug.”

Elizabeth smiled and tossed Doug a piece of popcorn.



The Perfect Pair!

Author

Margie Palatini got the idea for this story from the games she used to play when she was Elizabeth's age. Margie would pretend she was a horse, dog, or even a cat. Speaking of cats, Margie has her very own! His name is JD.



Margie Palatini



Other books by Margie Palatini: *Mary Had a Little Ham* and *Bedhead*



Bruce Whatley

Illustrator

Bruce Whatley illustrated this story, but he writes stories, too. It's hard to believe that he didn't learn to read until he was 10 years old. Reading still isn't easy, but he always tries because he really loves a good story.



Find out more about Margie Palatini and Bruce Whatley at www.macmillanmh.com

Author's Purpose

Pretend you are the author of *The Perfect Pet*. Explain your purpose for writing and how you achieved your goal.



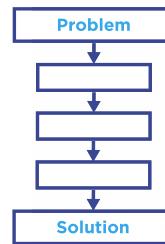


Comprehension Check



Retell the Story

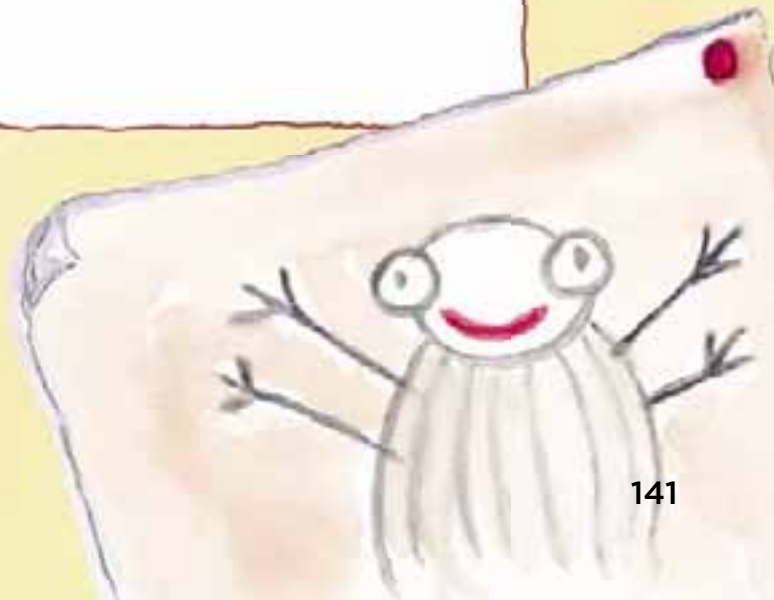
Use your Problem and Solution Chart to help you retell *The Perfect Pet*. Tell about Elizabeth's problem and how she tried to solve it.



Think and Compare



1. Describe one possible problem with having a pet bug. How would Elizabeth **manage** to solve that problem? **Analyze Story Structure: Problem and Solution**
2. Why did Elizabeth make a plan? How well did it work? Use story details in your answer. **Evaluate**
3. What would happen if you brought Doug home to be your pet? Explain. **Synthesize**
4. Why do you think Elizabeth didn't tell her parents about Doug? Explain your answer. **Analyze**
5. Read "Choosing a Pet" on pages 118-119. How is Luis's experience similar to Elizabeth's? How is it different? Use details from both selections in your answer. **Reading/Writing Across Texts**



Science

Genre

Nonfiction Articles give information about real people, places, or things.

Text Feature

Diagrams are drawings that help you understand information in the text.

Content Vocabulary

examine
conclusion
oxygen
nocturnal



Pets

True or False?

by Gillian Reed

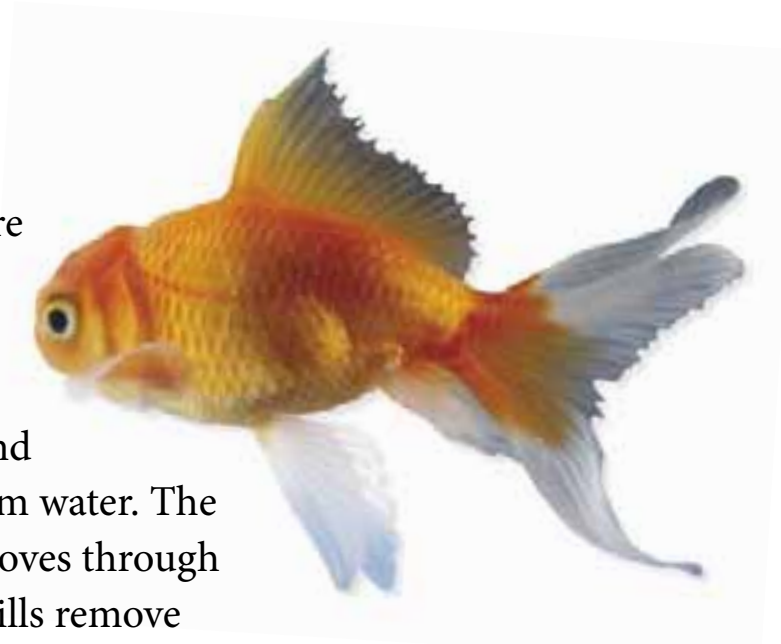
Most of us know the usual things about pets—that dogs can bark and that cats can scratch. But sometimes we believe things without checking information. It is important to **examine**, or look closely at, facts. This is necessary when coming to a **conclusion**, or making a decision about something. For example, have you ever seen a snake at the zoo? Did it look as if it would feel cold and slimy? This is actually false. A snake's skin is dry and scaly!

Try to figure out if the statements on the next few pages are **True or False**.

True or False?

A **goldfish** opens its mouth to drink water.

False Goldfish may look as if they're drinking water, but they actually open their mouths to take in oxygen. Like people, fish need **oxygen** to live. Oxygen is a gas that is found in air and water. Fish use gills to get oxygen from water. The water enters the fish's mouth, then moves through the gills behind the fish's head. The gills remove oxygen from the water, and the water passes out of the gills.

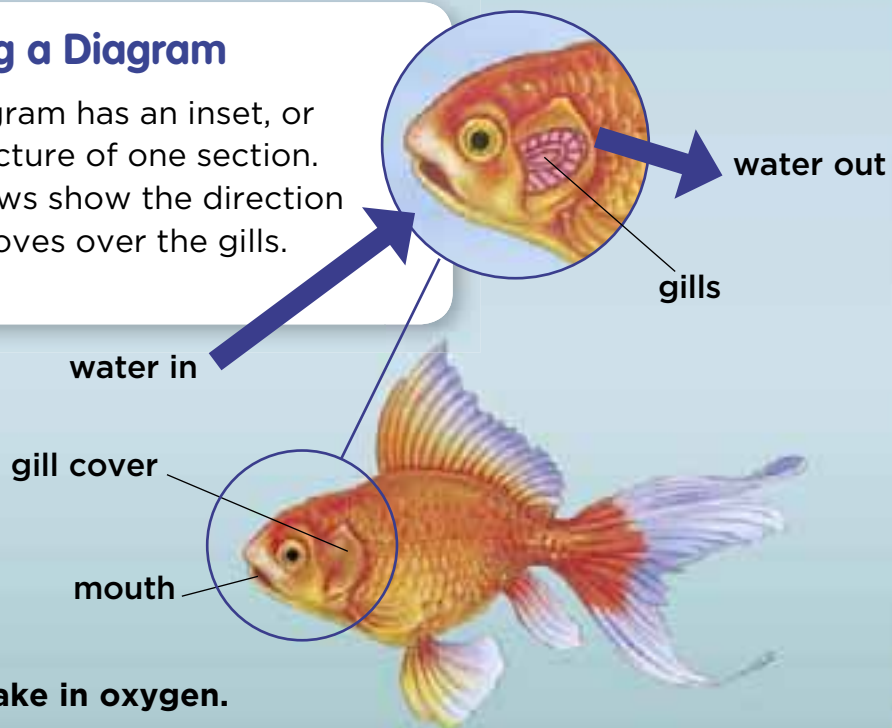


How a Fish Gets Oxygen



Reading a Diagram

This diagram has an inset, or larger picture of one section. The arrows show the direction water moves over the gills.



Fish gills take in oxygen.

True or False?

A wagging tail always means a dog is friendly.

False You may know that dogs wag their tails when they feel friendly. You may not know that they also wag their tails when they are excited or angry. Always be careful with dogs you don't know. Do not go near a dog unless you already have a friendly relationship with it or the owner says it is all right.



True or False?

Cats can see in total darkness.

False In the wild, cats often hunt for their food at night. They have special eyes that help them see when there is only a little light. For this reason, many people think that cats can see in total darkness. But this is not true. Cats cannot see when it is completely dark, although they need much less light to see than people need.

True or False?

A guinea pig doesn't play in the morning.

True Like many small mammals, including gerbils and hamsters, guinea pigs are **nocturnal**.

That means they sleep during the day and are active at night, when they look for food. If you want to choose a guinea pig for a pet, it is better to visit a pet store in the late afternoon. That is when you can see a healthy guinea pig playing.



Connect and Compare



1. Look at the text and diagram of the fish on page 143. How does a fish get oxygen? Explain. Where are the gills found?

Reading a Diagram

2. The next time you see a strange dog wag its tail, why should you think twice about petting it? **Analyze**
3. Think about this article and *The Perfect Pet*. What information could Elizabeth's parents have used to help convince Elizabeth that a hamster might not make a good pet? **Reading/Writing Across Texts**



Science Activity

Research an animal. Draw or trace a picture of the animal and label four parts that you learned from your research. Give your diagram a title.



Find out more about animals at www.macmillanmh.com



Writer's Craft

Details

Writers elaborate by adding **important details** that create a clear picture for the reader. They delete **unimportant details**.



I wanted to tell how my cat woke me up today. Here is what I wrote.

I included fun details that support my topic.

Write About a Pet

My Alarm Cat

by Harry N.

My cat Zoe is the best alarm clock in the world! This morning she woke me up again. First, she walked across my tummy. Next, she rubbed my face and started purring. Her soft whiskers tickled me. I opened my eyes, and Zoe was staring at me. I petted her for a while, and then I jumped out of bed. Waking up is a fun experience with Zoe!



Your Turn

Write a paragraph about what it may be like to take care of someone else's pet or about something that happened with your own pet. Be sure to use precise words in your paragraph. Use the Writer's Checklist to check your writing.



Writer's Checklist

- ☐ **Ideas and Content:** Did I add **important details**?
- ☒ **Organization:** Did I use words like *first* and *next* to explain the order that things happened?
- ☒ **Voice:** Do the details tell how I feel? Do they make my writing more interesting?
- ☒ **Word Choice:** Did I choose strong, precise words to tell what happened?
- ☒ **Sentence Fluency:** Did I join related sentences to make compound sentences?
- ☒ **Conventions:** Did I use commas in compound sentences? Did I check my spelling?



Test Strategy

Think and Search

The answer is in more than one place. Keep reading to find the answer.

Evan's Welcome

by Amata Lemey

CHARACTERS:

EVAN

MR. CORTEZ

MARCO

MRS. BORDONI

RITA

TOM

Setting: An elementary school

MRS. BORDONI: Good morning! You need to go straight to your classrooms, children. *(A shy boy walks up, looking nervous.)* What is your name?

EVAN: *(Looking at the ground)* My name is Evan.

MRS. BORDONI: Welcome to Northside. I'm the principal, Mrs. Bordoni.

EVAN: *(Looks surprised)* Oh! Good morning.

MRS. BORDONI: I know you are new to our school, but you will like it here. I will take you to your classroom.

EVAN: I didn't want to move ... and leave my friends.



MRS. BORDONI: You will have friends here.

You'll see.

(They are passed by three people dressed as a doll, a cat, and a sailor.)

MRS. BORDONI: Here's your room, 106.

MR. CORTEZ: Welcome to our class! I'm Mr. Cortez.

EVAN: *(The class looks at him. He speaks softly.)* Hello.

MR. CORTEZ: We are talking about a story we just read. Who can tell Evan what it was about?

RITA: This family moves to a new state. Their story is both funny and sad.

EVAN: *(Cheering up)* Did they like the new place?

MARCO: Not at first. But they made lots of new friends.

MR. CORTEZ: What happened to make them change their minds?

TOM: The girl from next door said she needed help. When they got to her house, a sign said, "Welcome."

MARCO: It was a surprise party for them. The whole family was laughing.

MR. CORTEZ: The neighbors made the family feel welcome.

Answer Questions



MRS. BORDONI: *(Stands in doorway)* Evan, it's time for lunch. *(They enter lunchroom. A sign says, "Welcome Evan.")* It is hard to change schools and leave old friends. Now, we are your friends.

EVAN: *(Smiles)* I can't believe you did this for me.

(The doll, cat, and sailor carry a cake that says, "Welcome, Evan.")

EVAN: Why are the kids dressed in costumes?

MR. CORTEZ: They are characters in the class play. I believe they still need another cat.

EVAN: Could I be the cat?

MRS. BORDONI: That's exactly what we were hoping. That way you'll fit right in!

EVAN: That's great. *(He laughs.)* My biggest fear was that I wouldn't fit in. Thanks!

MRS. BORDONI: You're welcome. Now, let's eat that cake!

Tip

Keep reading. The answer may be in more than one place.

Directions: Answer the questions.

1. How does the information in parentheses help the plot of the play?

- A** It tells what action should be taking place.
- B** It explains the author's point of view.
- C** It describes what the actors are wearing.
- D** It explains what the play is about.

2. How would you describe the way Evan feels?

- A** He is afraid because he can't find the new school.
- B** He is happy because he can wear a costume to class.
- C** He is nervous because it is his first day in a new school.
- D** He is angry because the others will not talk to him.

3. The story tells you about Evan's welcome. What does *welcome* mean here?

- A** a grade at school
- B** a friendly greeting and a reply to "thank you"
- C** a fancy costume and sets for a play
- D** the name of the cat

4. Why did the class want Evan to be part of the play?

5. What is Evan's problem? Use details from the play to describe his problem and how it is solved.

Writing Prompt

Write a letter to a friend telling about a problem you once faced. Explain what you did to solve your problem. Be sure to write your ideas in complete sentences.



Tip

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Putting on a Performance





Talk About It

Being in a show can be exciting. Describe a favorite show you have seen. What made it special?



Find out more about performances at
www.macmillanmh.com

Vocabulary

decorated	gnaws
symbol	securing
darkened	weakest

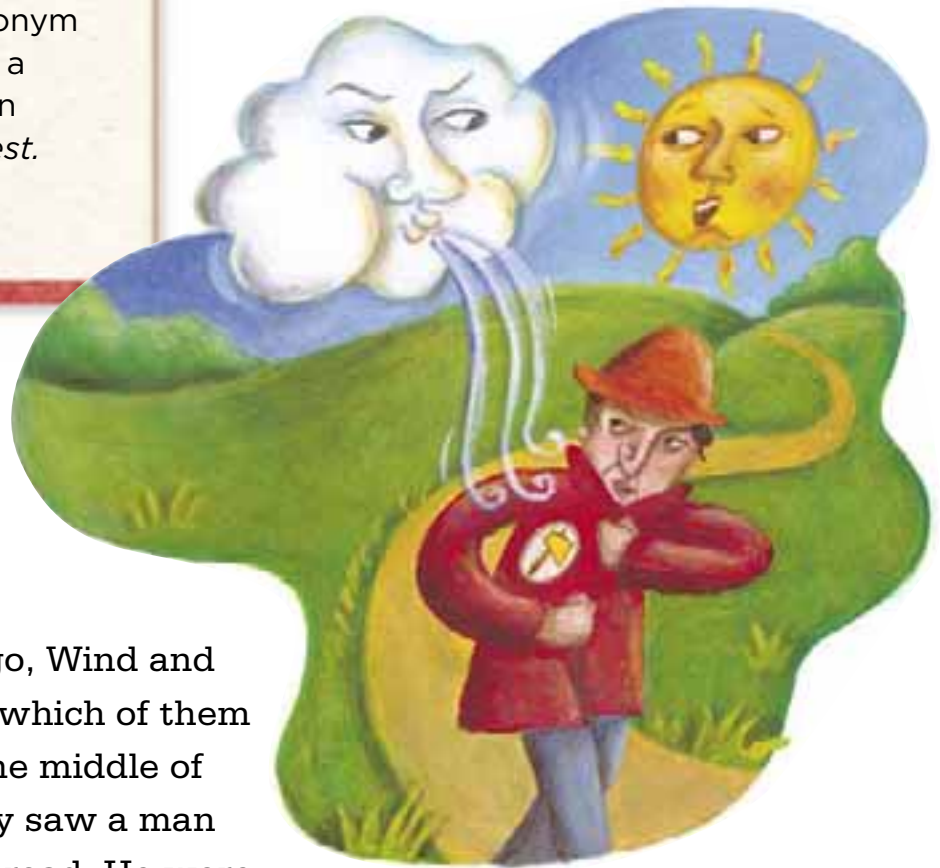
Antonyms

Antonyms are words that have opposite meanings. The antonym of *big* is *small*. Use a thesaurus to find an antonym for *weakest*.

The Wind and the Sun

an Aesop's Fable

retold by Jon Lory



NARRATOR: Long ago, Wind and Sun argued about which of them was stronger. In the middle of the argument, they saw a man walking down the road. He wore a coat that was **decorated** with a picture of a gold axe on the front. The axe was the **symbol** of his trade. He was a woodcutter.

SUN: Let's try to get that coat off the woodcutter. Whoever can do that is stronger. You go first.

NARRATOR: Wind went first. Sun hid behind a cloud to watch from the **darkened** sky.

WIND: I will blow on the woodcutter as hard as I can. I know I can blow off that coat!

NARRATOR: So Wind blew on the woodcutter as hard as he could.

WIND: Whoooosh ... whoooosh-whoooosh ... WHOOOOOSH!

WOODCUTTER: Oh! How the cold wind **gnaws** at my bones. It is good that I have this warm coat to wrap around me.

NARRATOR: The woodcutter walked on, **securing** his coat even tighter around him. Wind gave up in despair.

WIND: That must have been the **weakest** wind I have ever made! It could not blow the coat off the woodcutter.

NARRATOR: It was now Sun's turn to try.

SUN: I will shine my rays on the woodcutter as hard as I can. I know that I will be able to remove that coat!

NARRATOR: So Sun shined on the woodcutter as hard as he could.

WOODCUTTER: Oh! How hot the sun shines. It is far too warm for this coat! It is good that I can take it off.

NARRATOR: So the woodcutter took off his coat, which proved that Sun was indeed stronger than Wind.



Reread for Comprehension



Generate Questions

Summarize

Generating, or asking, questions as you read can help you understand and summarize a story. Ask yourself what happens at the beginning, middle, and end. Your summary should tell the most important parts of a story in just a few words.

Reread "The Wind and The Sun." Use the Story Map to help you answer questions about what happens at the beginning, middle, and end of the story.

Characters

Setting

Beginning

Middle

End

Comprehension

Genre

A **Play** is a story that is intended to be performed on a stage.



Generate Questions

Summarize

As you read, use your Story Map.



Read to Find Out

How does Little Red Ant find out who is the strongest one?



THE STRONGEST ONE

A Zuni Play

By Joseph Bruchac

Illustrated by Lucia Angela Perez



THE ZUNIS are one of the people of the Southwest who dwell in pueblos, compact villages made up of multistoried buildings of adobe brick and beams. The Zunis' pueblo, which is also called Zuni, is located in present-day New Mexico. The Zunis and the other pueblo people developed means of growing their crops in the dry lands of the Southwest and are regarded as very sophisticated farmers.

The Zuni people are famous for their ceremonies, which are designed to give thanks and support to all living things, from the largest to the smallest. The Zunis are also very well-known as artists for their beautiful jewelry made of silver and turquoise.

CHARACTERS

NARRATOR



LITTLE RED
ANT



SECOND
ANT



THIRD
ANT



FOURTH
ANT



SNOW



SUN



WIND



HOUSE



MOUSE



CAT



STICK



FIRE



WATER



DEER



ARROW



BIG ROCK



COSTUMES

NARRATOR wears long head scarf tied at the side.

THE ANTS wear feelers suggested by **securing** red pipe cleaners around a headband.

SNOW, SUN, WIND, STICK, FIRE, WATER, BIG ROCK all wear t-shirts **decorated** with their **symbol**.

HOUSE carries a large paper cutout depicting an adobe.

MOUSE, CAT, DEER can be suggested with felt tails, and felt ears secured to a headband.

ARROW carries a large cardboard arrow.

SCENE I: INSIDE THE ANTS' HOLE

On a **darkened** stage, the ants crouch together.

NARRATOR: Little Red Ant lived in a hole under the Big Rock with all of its relatives. It often wondered about the world outside: Who in the world was the strongest one of all? One day in late spring Little Red Ant decided to find out.

LITTLE RED ANT: I am going to find out who is strongest. I am going to go outside and walk around.

SECOND ANT: Be careful! We ants are very small. Something might step on you.

THIRD ANT: Yes, we are the smallest and **weakest** ones of all.

FOURTH ANT: Be careful, it is dangerous out there!

LITTLE RED ANT: I will be careful. I will find out who is strongest. Maybe the strongest one can teach us how to be stronger.



Summarize

What does Little Red Ant want to find out?





SCENE III: THE MESA

Ant walks back and forth onstage.

NARRATOR: So Little Red Ant went outside and began to walk around. But as Little Red Ant walked, the snow began to fall.

Snow walks onstage.

LITTLE RED ANT: Ah, my feet are cold. This snow makes everything freeze. Snow must be the strongest. I will ask. Snow, are you the strongest of all?

SNOW: No, I am not the strongest.

LITTLE RED ANT: Who is stronger than you?

SNOW: Sun is stronger. When Sun shines on me, I melt away. Here it comes!

As Sun walks onstage, Snow hurries offstage.



LITTLE RED ANT: Ah, Sun must be the strongest. I will ask.
Sun, are you the strongest of all?

SUN: No, I am not the strongest.

LITTLE RED ANT: Who is stronger than you?

SUN: Wind is stronger. Wind blows the clouds across the sky and covers my face. Here it comes!

As Wind comes onstage, Sun hurries offstage with face covered in hands.

LITTLE RED ANT: Wind must be the strongest. I will ask.
Wind, are you the strongest of all?



WIND: No, I am not the strongest.

LITTLE RED ANT: Who is stronger than you?

WIND: House is stronger. When I come to House, I cannot move it. I must go elsewhere. Here it comes!

As House walks onstage, Wind hurries offstage.

LITTLE RED ANT: House must be the strongest. I will ask. House, are you the strongest of all?

HOUSE: No, I am not the strongest.

LITTLE RED ANT: Who is stronger than you?

HOUSE: Mouse is stronger. Mouse comes and **gnaws** holes in me. Here it comes!

As Mouse walks onstage, House hurries offstage.

LITTLE RED ANT: Mouse must be the strongest.
I will ask. Mouse, are you the strongest of all?

MOUSE: No, I am not the strongest.

LITTLE RED ANT: Who is stronger than you?

MOUSE: Cat is stronger. Cat chases me, and if Cat catches me, Cat will eat me. Here it comes!

As Cat walks onstage, Mouse hurries offstage, squeaking.

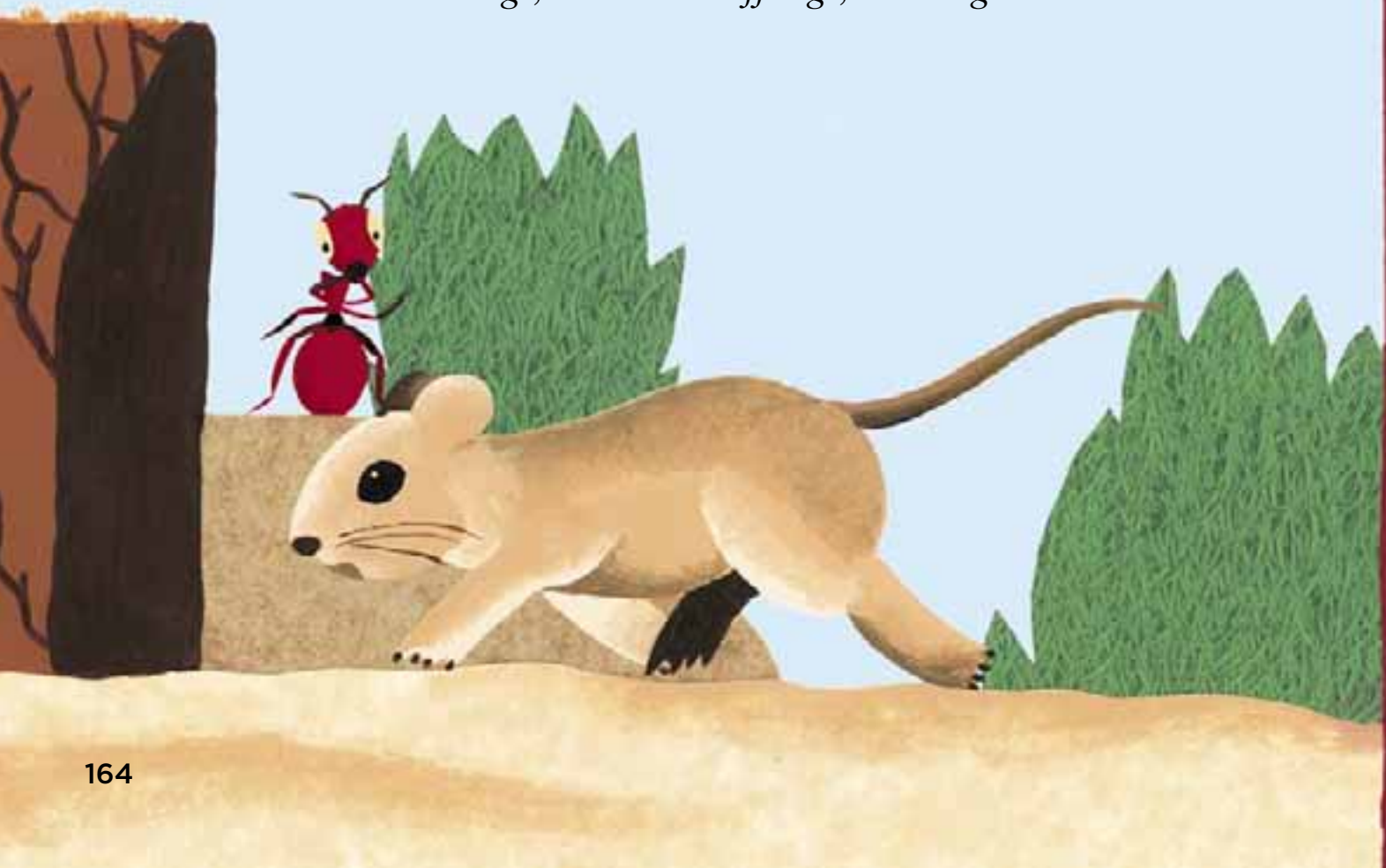
LITTLE RED ANT: Cat must be the strongest.
I will ask. Cat, are you the strongest of all?

CAT: No, I am not the strongest.

LITTLE RED ANT: Who is stronger than you?

CAT: Stick is stronger. When Stick hits me, I run away.
Here it comes!

As Stick walks onstage, Cat hurries offstage, meowing.



LITTLE RED ANT: Stick must be the strongest. I will ask.
Stick, are you the strongest of all?

STICK: No, I am not the strongest.

LITTLE RED ANT: Who is stronger than you?

STICK: Fire is stronger. When I am put into Fire, Fire
burns me up! Here it comes!

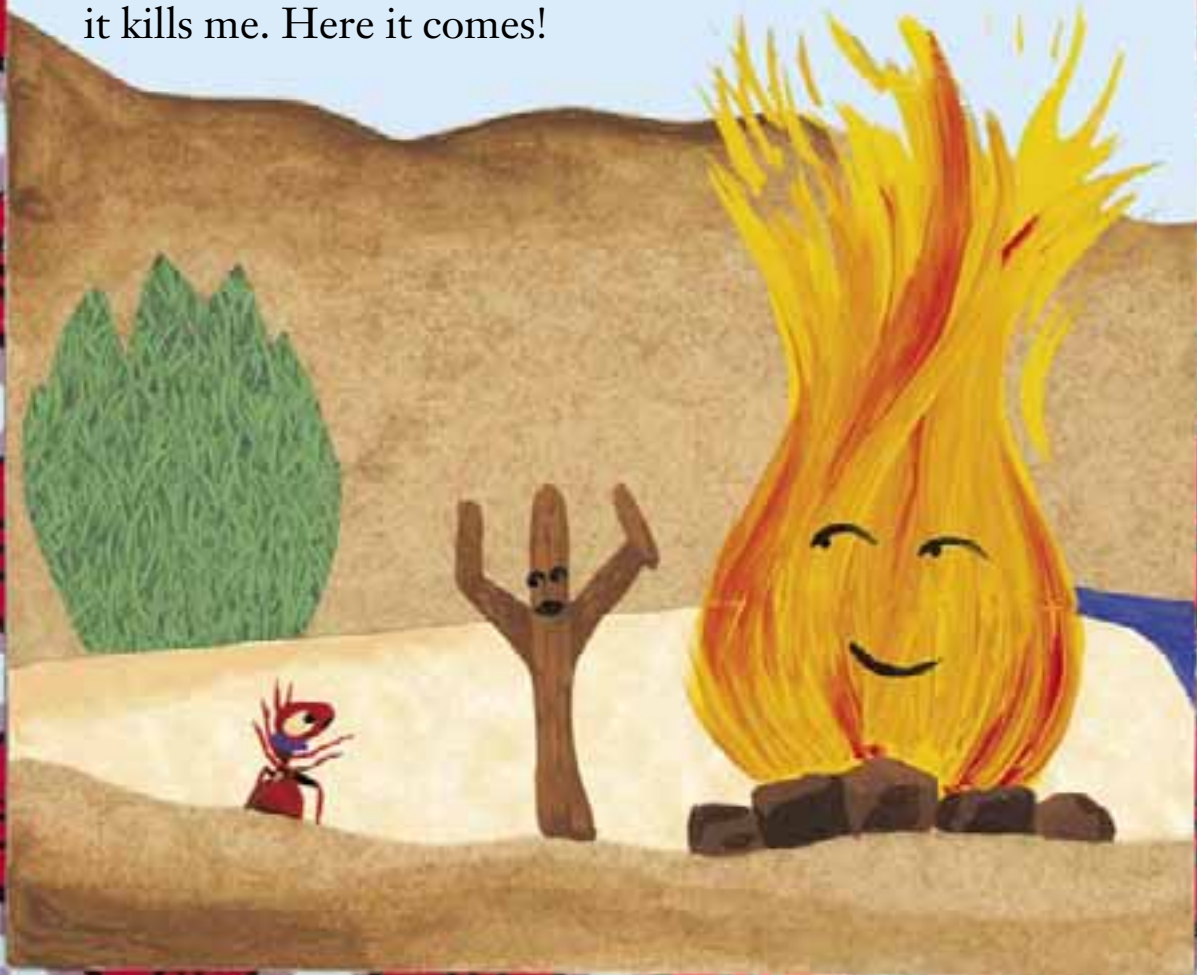
As Fire walks onstage, Stick hurries offstage.

LITTLE RED ANT: Fire must be the strongest. I will ask.
Fire, are you the strongest of all?

FIRE: No, I am not the strongest.

LITTLE RED ANT: Who is stronger than you?

FIRE: Water is stronger. When Water is poured on me,
it kills me. Here it comes!



As Water walks onstage, Fire hurries offstage.

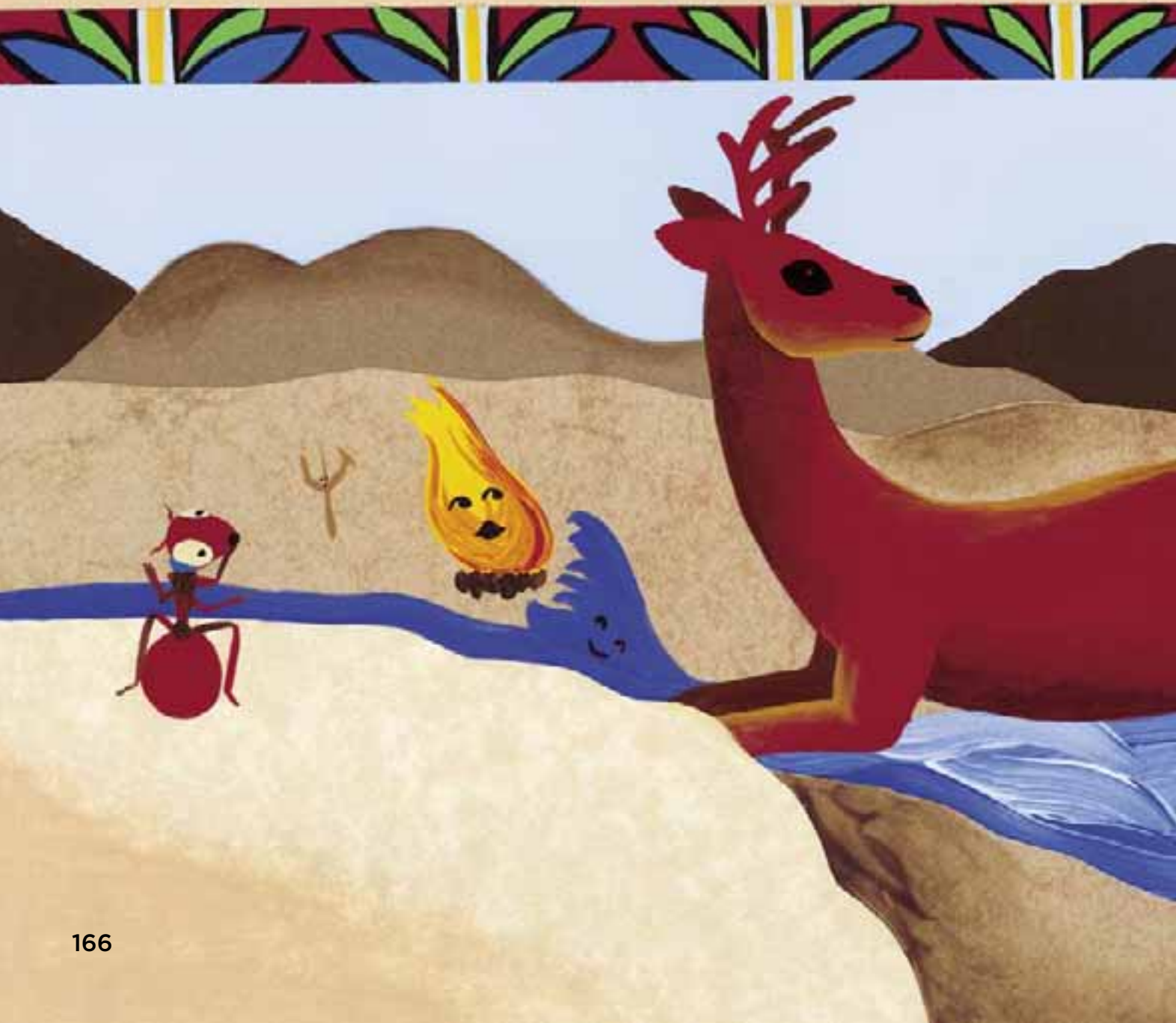
LITTLE RED ANT: Water must be the strongest. I will ask.
Water, are you the strongest of all?

WATER: No, I am not the strongest.

LITTLE RED ANT: Who is stronger than you?

WATER: Deer is stronger. When Deer comes, Deer
drinks me. Here it comes!

As Deer walks onstage, Water hurries offstage.



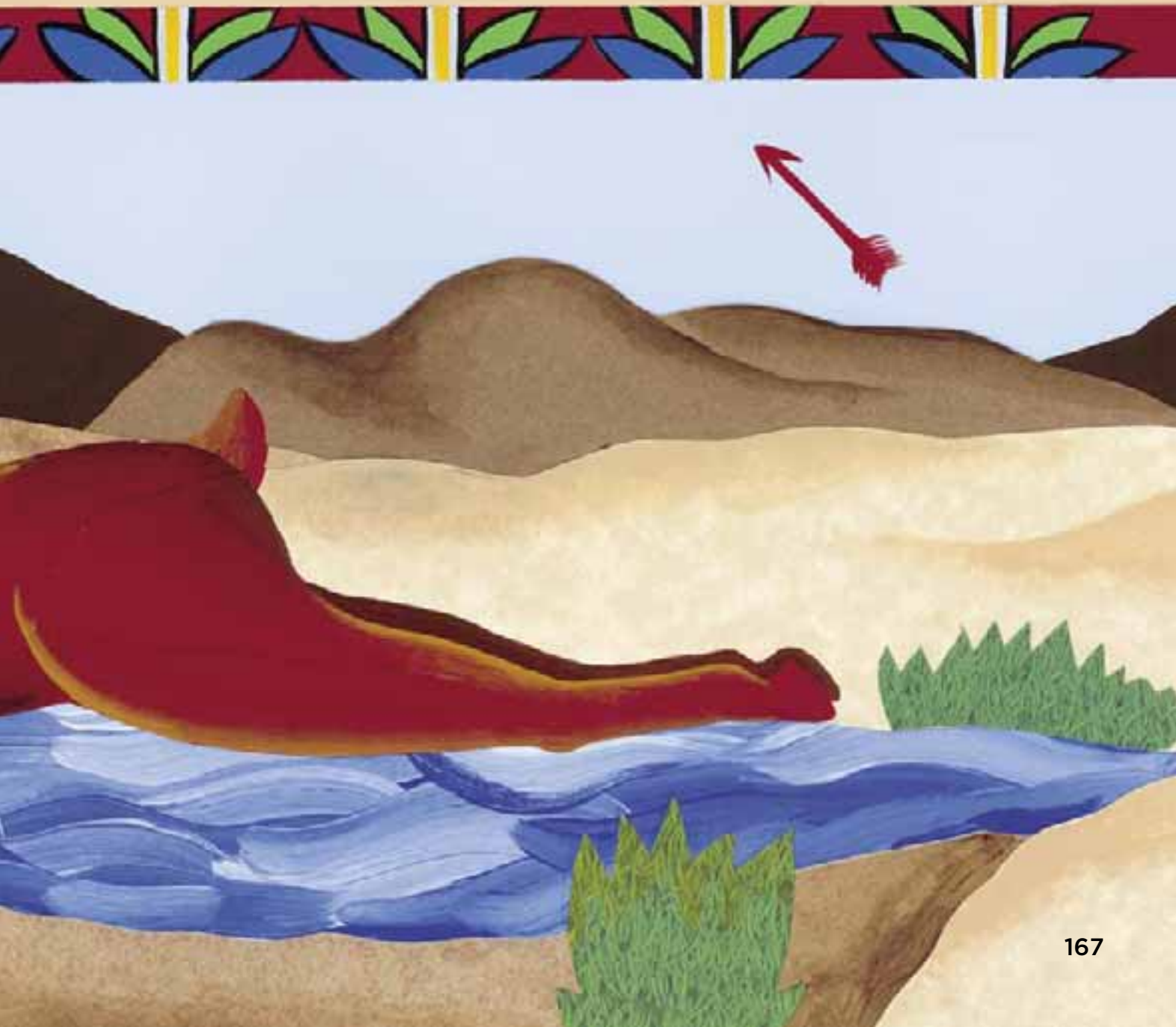
LITTLE RED ANT: Deer must be the strongest. I will ask.
Deer, are you the strongest of all?

DEER: No, I am not the strongest.

LITTLE RED ANT: Who is stronger than you?

DEER: Arrow is stronger. When Arrow strikes me, it can
kill me. Here it comes!

*As Arrow walks onstage, Deer runs offstage with leaping
bounds.*



LITTLE RED ANT: Arrow must be the strongest. I will ask. Arrow, are you the strongest of all?

ARROW: No, I am not the strongest.

LITTLE RED ANT: Who is stronger than you?

ARROW: Big Rock is stronger. When I am shot from the bow and I hit Big Rock, Big Rock breaks me.

LITTLE RED ANT: Do you mean the same Big Rock where the Red Ants live?

ARROW: Yes, that is Big Rock. Here it comes!

As Big Rock walks onstage, Arrow runs offstage.

LITTLE RED ANT: Big Rock must be the strongest. I will ask. Big Rock, are you the strongest of all?

BIG ROCK: No, I am not the strongest.

LITTLE RED ANT: Who is stronger than you?

BIG ROCK: You are stronger. Every day you and the other Red Ants come and carry little pieces of me away. Someday I will be all gone.



SCENE III: THE ANTS' HOLE

NARRATOR: So Little Red Ant went back home and spoke to the ant people.

The ants crouch together on the darkened stage.

SECOND ANT: Little Red Ant has returned.

THIRD ANT: He has come back alive!

FOURTH ANT: Tell us about what you have learned. Who is the strongest of all?

LITTLE RED ANT: I have learned that everything is stronger than something else. And even though we ants are small, in some ways *we* are the strongest of all.



Summarize

What has Little Red Ant discovered about who is strongest?





WHO'S STRONGER THAN JOE AND LUCIA?

AUTHOR

JOSEPH BRUCHAC was raised in the Adirondack Mountains by his Native American grandparents. As a child, Joseph wanted to share stories about his heritage. When he grew up, he began to write the traditional tales of his people. One day when Joseph was reading one of his books to an audience, he began to tell the tale from memory, just as Native American storytellers did a long time ago. Now Joseph writes and tells his tales.

Other books by Joseph Bruchac: *The Earth Under Sky Bear's Feet* and *The First Strawberries*



ILLUSTRATOR

LUCIA ANGELA PEREZ was introduced to art at an early age. Her mother was a painter and had a pottery business. Lucia became a book illustrator when she finished a book that her mother began. Lucia has been working as an illustrator ever since. She now lives with her family in Texas.



Find out more about Joseph Bruchac and Lucia Angela Perez at www.macmillanmh.com

Author's Purpose

Did Joseph Bruchac write to inform or entertain readers in *The Strongest One*? What are three details that give clues to the author's purpose?



Comprehension Check



Summarize

Use your Story Map to help you summarize *The Strongest One*. Include only the most important information about the play in your summary.



Think and Compare



1. What is the most important thing the different characters tell Little Red Ant? **Generate Questions: Summarize**
2. What did Little Red Ant learn at the end of the play? Use story details to explain how he could feel strong and weak at the same time. **Synthesize**
3. Can you identify something *bigger* but *weaker* than you? Can you identify something *smaller* but *stronger* than you? Explain. **Apply**
4. Little Red Ant learns a lesson about being the strongest. Why is this an important lesson for people to learn? Explain. **Evaluate**
5. Read "The Wind and the Sun" on pages 154-155. Describe the different ways Wind and Sun and Little Red Ant tried to solve their problems. **Reading/Writing Across Texts**



Performing Arts

Genre

Photo Essays are nonfiction works that use photographs and captions to provide information about a topic.



Text Feature

Photos with Captions

give you more facts about a topic.

Content Vocabulary

audience

set

costumes

characters

technician

Behind the Scenes at a Play

by Candice Bertoline

The theater goes dark. The **audience** quiets down. The curtain opens. Actors step onto the stage, and the audience sits and waits for the play to begin.

Many people are needed to put on a play. It may take them months to prepare for a performance. Some of these people have made the setting, or **set**, that decorates the stage, and **costumes** for the actors to wear. Actors have auditioned, or tried out, for the parts. Then they have taken time to learn their lines. Even after the play is ready to be performed, the work doesn't end. A lot goes on that the audience does not see. Let's take a peek behind the scenes.

Stagehands change sets quickly and quietly during a performance.





To get ready for the play, actors put on costumes and makeup. These items will help the audience get to know the **characters** that the actors will play on the stage. Someone backstage may help with costume changes and repairs.

Stage Makeup

Photos with Captions

Photos help you better understand information in the text. Captions explain the photos.



Character makeup changes the way an actor looks.

Straight makeup helps the audience see an actor's face clearly from a distance.



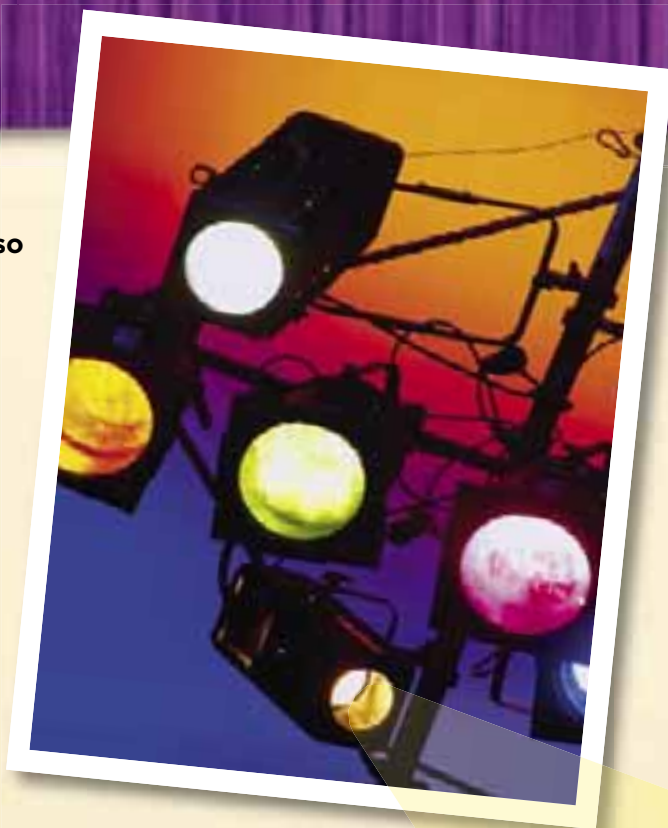
Behind the stage, someone keeps track of props that are used on the set. Tables, chairs, and other big things are called set props. Hand props are things the actors can hold. These include phones, cups, and books.



A set is like a costume for the stage. It can look like a forest or a playground or anyplace else you can imagine. Sets may be made from wood, paper, and even fabric. They are usually light so they are easy to move on and off the stage.

The lights in a play are very important. Lighting shows the time of day. It can also set the feeling of a scene. For example, brightness may make the audience feel happy and get their attention. A lighting technician controls the lighting during the play. The technician often sits in a booth at the back of the theater.

This is just some of what's needed to put on a play. Next time you see a performance, imagine all of the people who worked hard to help the performers put on a good show.



Connect and Compare



1. Look at the photos and read the captions about stage makeup on page 173. Why would an actor use character makeup? **Photos with Captions**
2. If you put on a play that took place in a spooky forest, how would you create the right mood onstage? **Apply**
3. Think about this article and *The Strongest One*. Which characters might have special lighting when they are onstage? Explain. **Reading/Writing Across Texts**



Performing Arts Activity

Find out more about lighting effects and props. Then write a short play that uses them. Perform the play for the class.



Find out more about plays at www.macmillanmh.com

Write to Persuade

Writer's Craft

A Good Topic

To choose a **good topic**, first think about what interests you. Then narrow the focus so you can cover the topic completely.

I wanted to explain how I feel about music. Here is what I wrote.

I narrowed the focus to be about why I think music is important.

Music Is for Everyone

by Luke J.

Music is important because it's something everyone can enjoy. It doesn't matter where you live or what language you speak. A song sounds the same in India as it does in the United States. Music can make people happy. People dance and sing along to songs they like. Also, music brings people together. Look around at a concert. You see kids, teens, and adults, because they all enjoy music.



Your Turn

Write a paragraph that persuades readers to agree with your opinion. Tell why you do or do not think that movies, plays, music, or art museums are important. Be sure that your topic is focused and that you give facts and opinions to support the main idea. Use the Writer's Checklist to check your writing.



Writer's Checklist

- ☐ **Ideas and Content:** Is my **topic** clear?
- ☒ **Organization:** Does my topic sentence tell my opinion? Did I give supporting reasons?
- ☒ **Voice:** Does my writing sound like I care about the subject?
- ☒ **Word Choice:** Do my words tell how I feel?
- ☒ **Sentence Fluency:** Did I write complete sentences?
- ☒ **Conventions:** Did I capitalize proper nouns, such as the names of days, months, and places? Did I check my spelling?

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WOLVES





Talk About It

Wolves are beautiful, wild creatures. Why do you think that they are not kept as pets?



Find out more about wolves at www.macmillanmh.com



Vocabulary

passion bothering
admire dangerous
concentrate ached
splendid



Dictionary

Multiple-Meaning Words

have more than one meaning. Use a dictionary to find the meanings of *concentrate*.

THE BOY WHO CRIED WOLF

retold by Carole Bartell



There was once a young shepherd who lived in a village. This boy loved looking after his sheep. He did his job with **passion**. The villagers always told him what a good job he was doing. His work was easy to **admire**.

HAVING SOME FUN

One day the boy was bored. His mind wandered. He couldn't **concentrate** on watching the sheep. Then he thought of something wonderful to do. He thought it was a **splendid** idea.

He yelled, “Help! Wolf! A wolf is chasing the sheep!”

The villagers came running.

“Where is it?” one man asked.

“There’s no wolf,” the boy laughed. “I was just having fun.”

“We are all busy working. You shouldn’t be **bothering** us when there’s no wolf!” he said.

Far away, a wolf looked at his watch and waited. He chuckled at his plot to fool the boy and the villagers.

THE NEXT DAY

The next day the boy was bored again. “Wolf!” he cried.

Once again the villagers ran up the hill but saw no wolf.

“Wolves are **dangerous**! They can harm you and the sheep!” they shouted angrily.

ONE DAY LATER

The next day the boy saw the wolf. He cried out, “Wolf! Wolf!”

“Time to run,” said the wolf as he chased the sheep.

The villagers didn’t come. When they saw the boy next, he was crying. His throat **ached** from crying for help.

“Why didn’t you come when I called?” he asked. “A wolf chased all the sheep away.”

“No one believes a liar, even if he is telling the truth,” they said.

Reread for Comprehension



Generate Questions

Fantasy and Reality

Generating, or asking, questions as you read can help you understand the story. Some stories include fantasy—things that could not happen in real life. As you read, ask yourself which things can really happen and which can not.

Reread “The Boy Who Cried Wolf.” Use your Fantasy and Reality Chart to help you determine what is fantasy and what is reality.

Alike	Different



Comprehension

Genre

A **Fantasy** is a story with characters, settings, or other elements that could not exist in real life.

Generate Questions



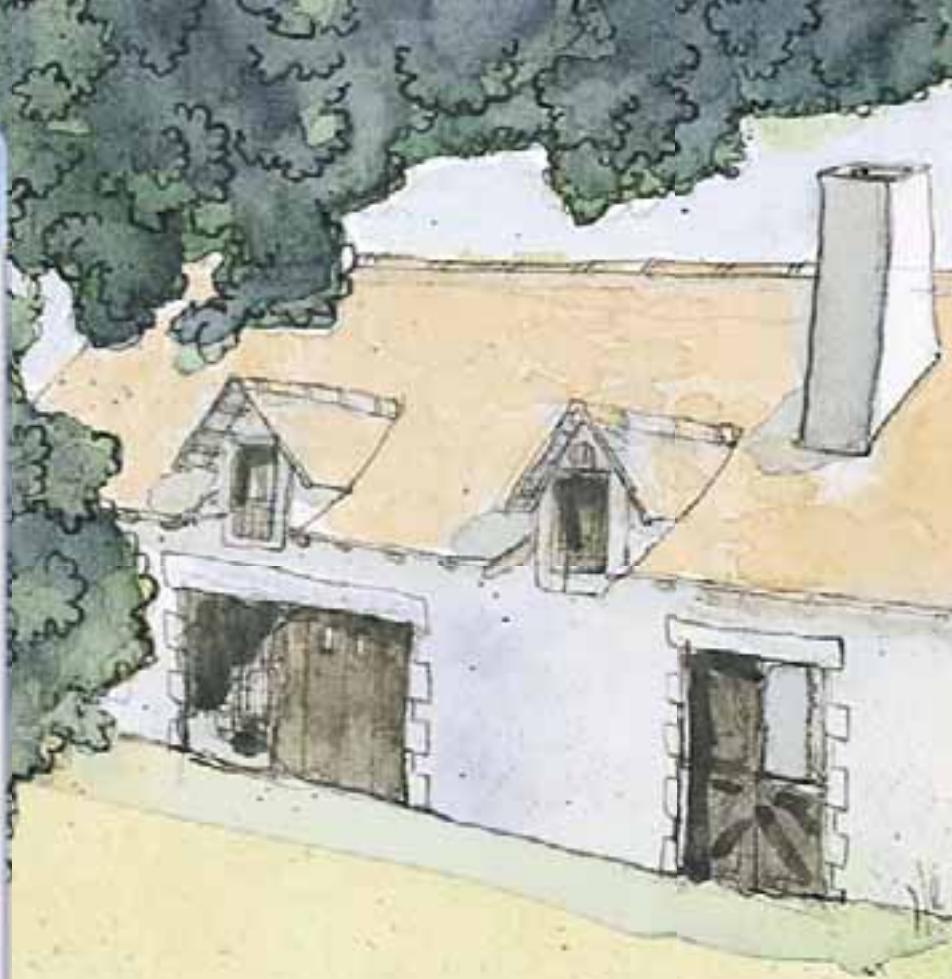
Fantasy and Reality

As you read, use your Fantasy and Reality Chart.

Alike	Different

Read to Find Out

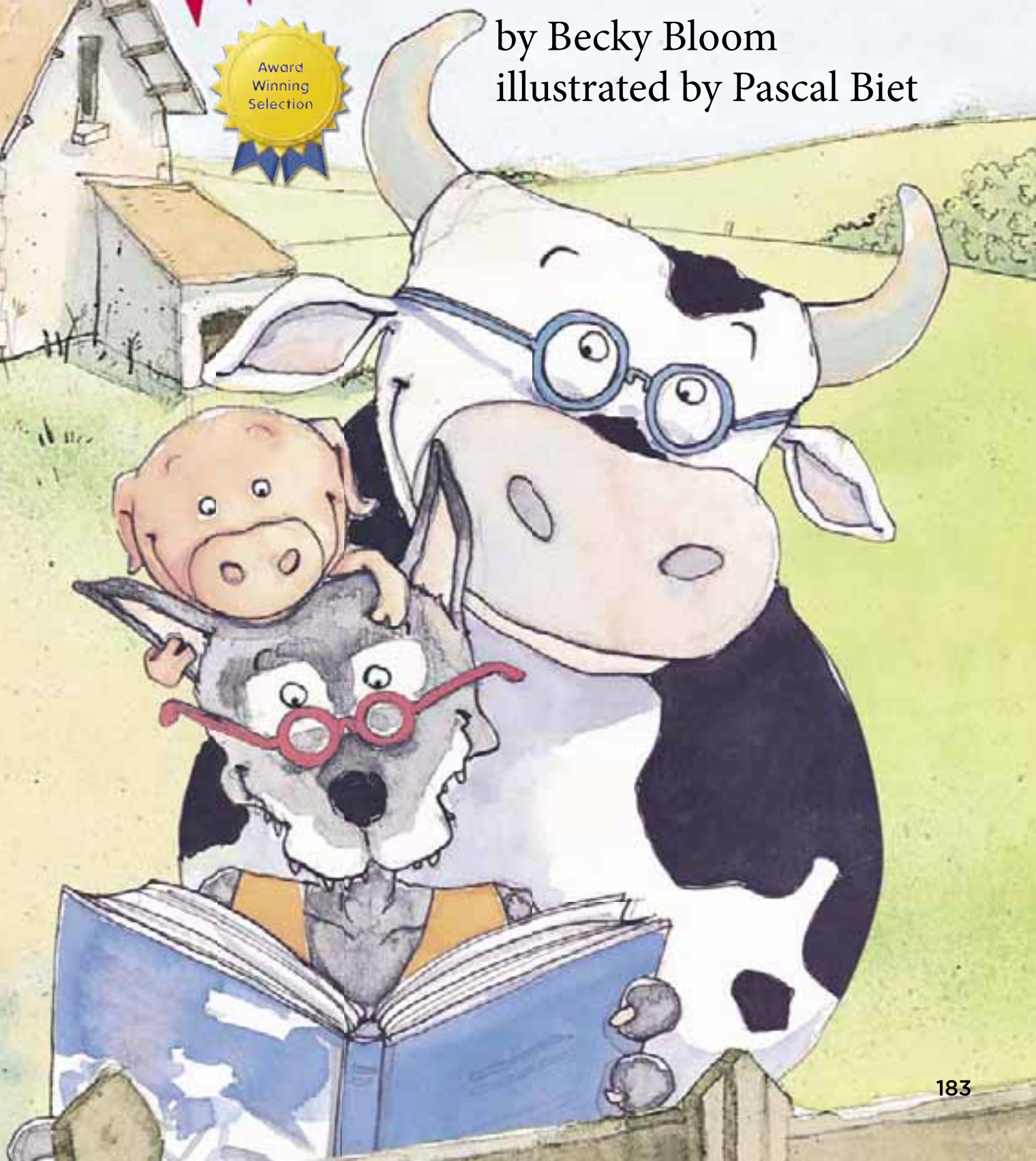
Why does the wolf go to school?



WOLF!



by Becky Bloom
illustrated by Pascal Biet





A watercolor illustration of a grey wolf walking through a town. The wolf is carrying a red bag on a stick over its shoulder. In the background, there are simple buildings with yellow walls and a wooden structure on the left.

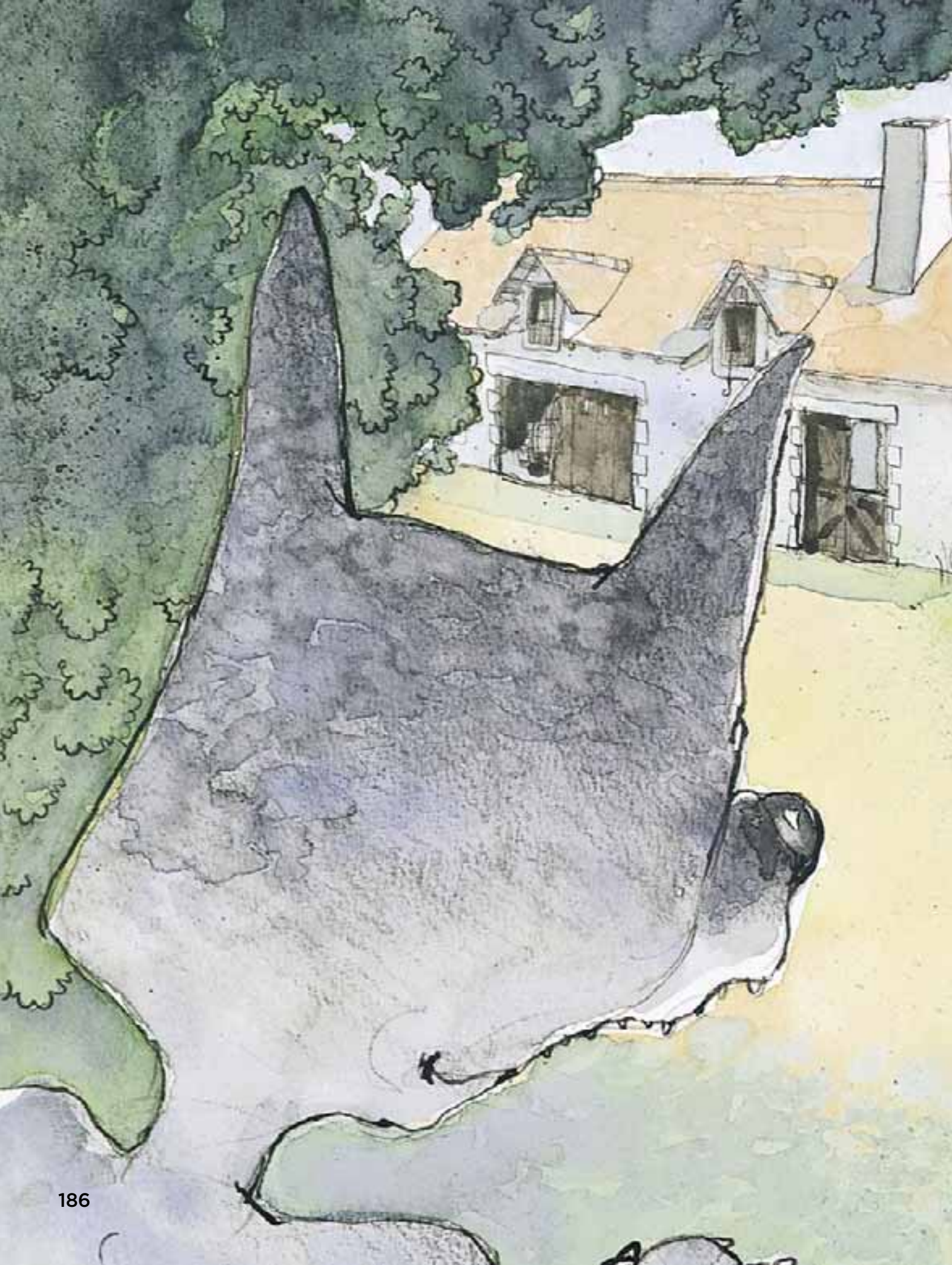
After walking for many days, a wolf wandered into a quiet little town. He was tired and hungry, his feet **ached**, and he had only a little money that he kept for emergencies.

Then he remembered. There's a farm outside this village, he thought. I'll find some food there . . .



Fantasy and Reality

Does the wolf act like a real wolf? How can you tell?





As he peered over the farm fence, he saw a pig, a duck, and a cow reading in the sun.

The wolf had never seen animals read before. “I’m so hungry that my eyes are playing tricks on me,” he said to himself. But he really was very hungry and didn’t stop to think about it for long.



The wolf stood up tall, took a deep breath ...
and leaped at the animals with a howl—

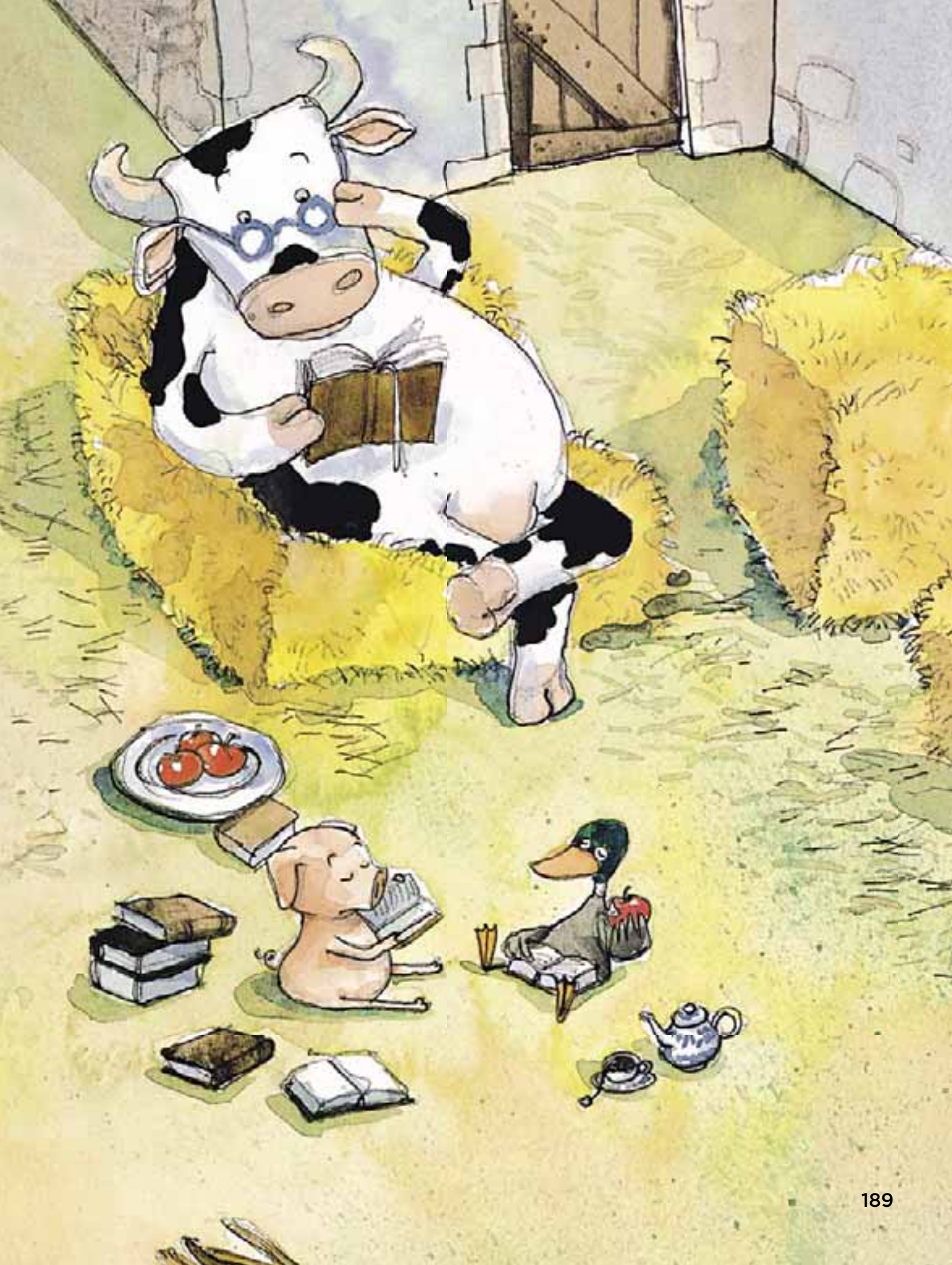
“AaaOOOOOoooo!”

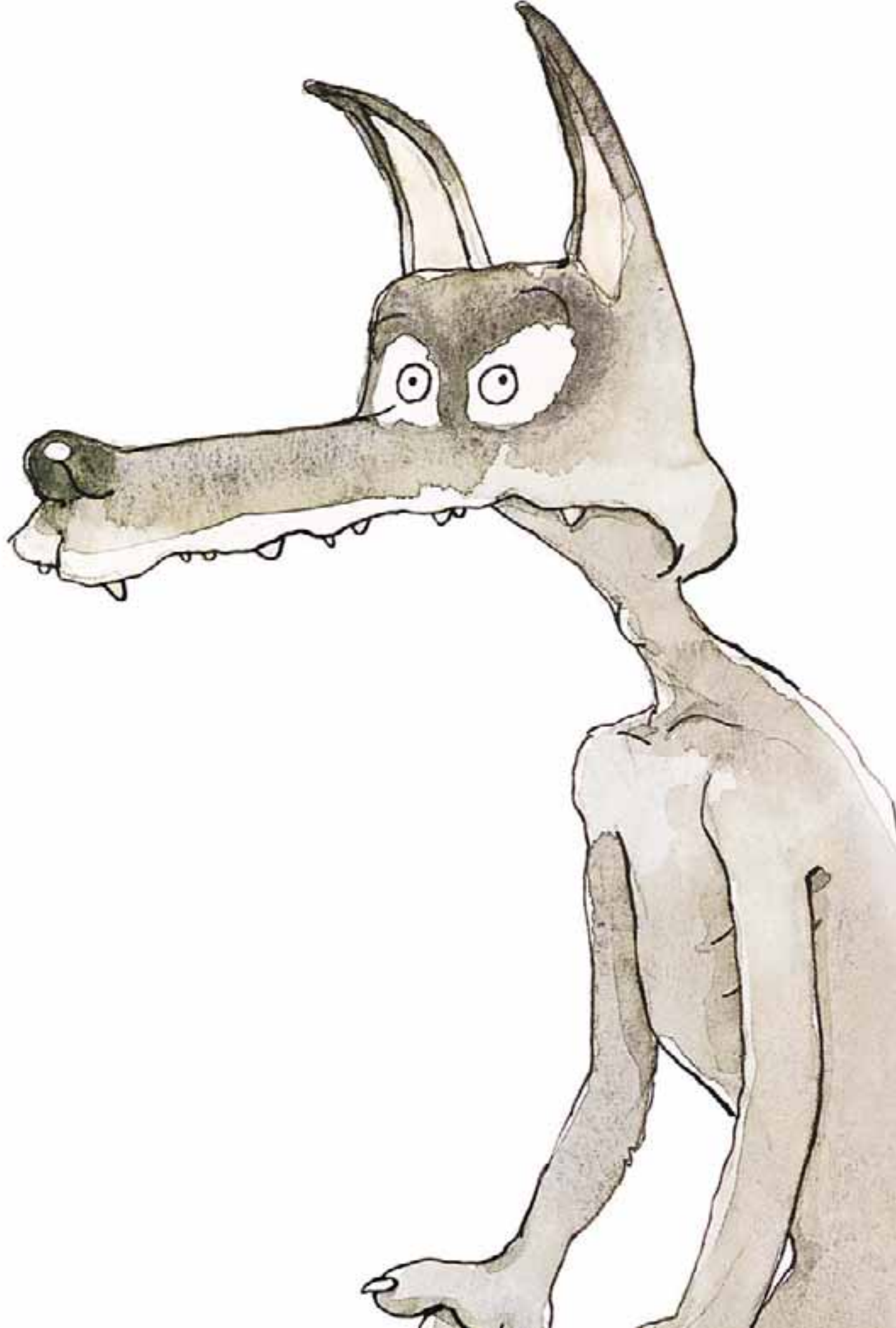
Chickens and rabbits ran for their lives, but the duck,
the pig, and the cow didn’t budge.

“What is that awful noise?” complained the cow. “I
can’t **concentrate** on my book.”

“Just ignore it,” said the duck.



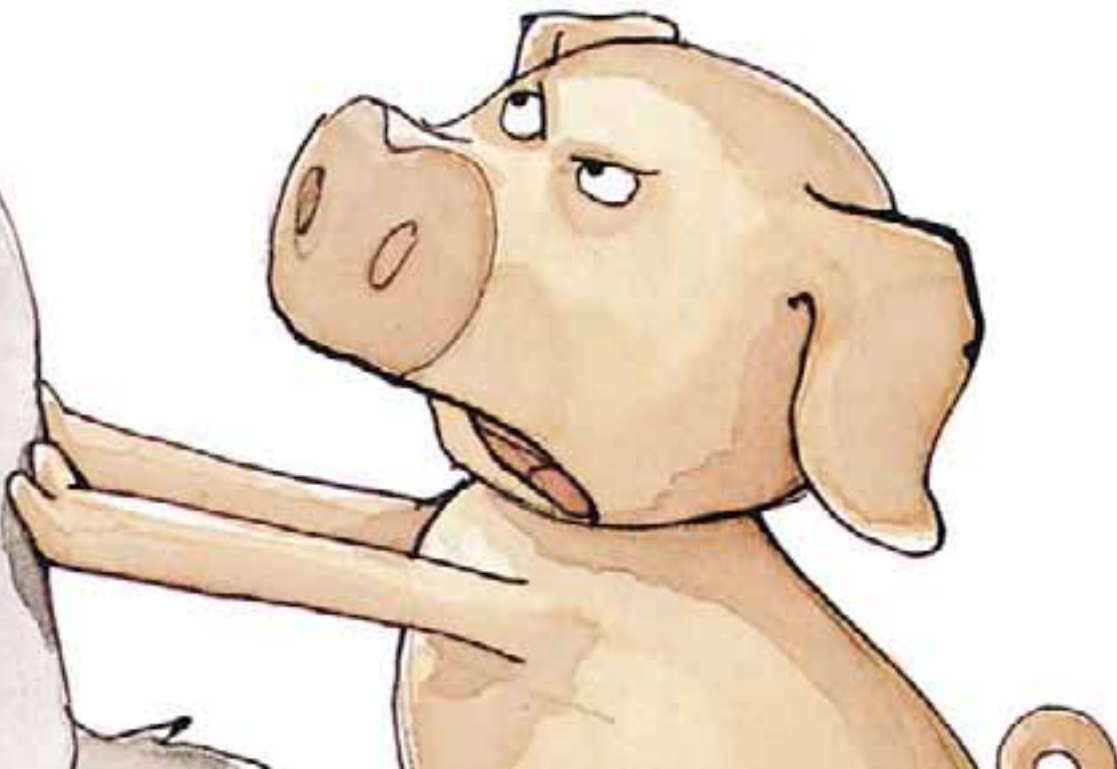




The wolf did not like to be ignored.

“What’s wrong with you?” growled the wolf. “Can’t you see I’m a big and **dangerous** wolf?”

“I’m sure you are,” replied the pig. “But couldn’t you be big and dangerous somewhere else? We’re trying to read. This is a farm for educated animals. Now be a good wolf and go away,” said the pig, giving him a push.





The wolf had never been treated like this before.

“Educated animals ... educated animals!” the wolf repeated to himself. “This is something new. Well then! I’ll learn how to read too.” And off he went to school.

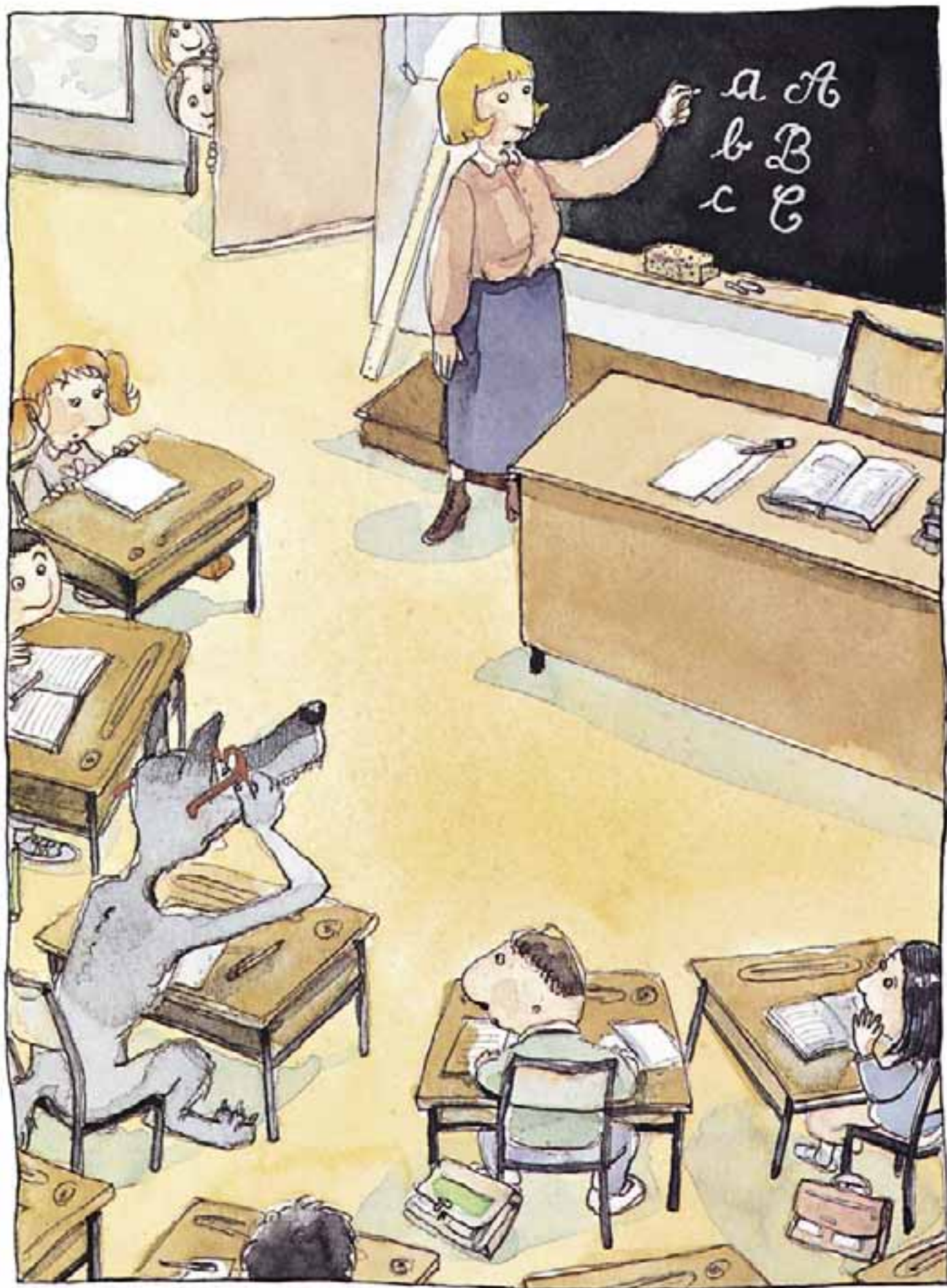
The children found it strange to have a wolf in their class, but since he didn’t try to eat anyone, they soon got used to him. The wolf was serious and hardworking, and after much effort he learned to read and write. Soon he became the best in the class.



Fantasy and Reality

What is strange about the wolf’s actions in the classroom?







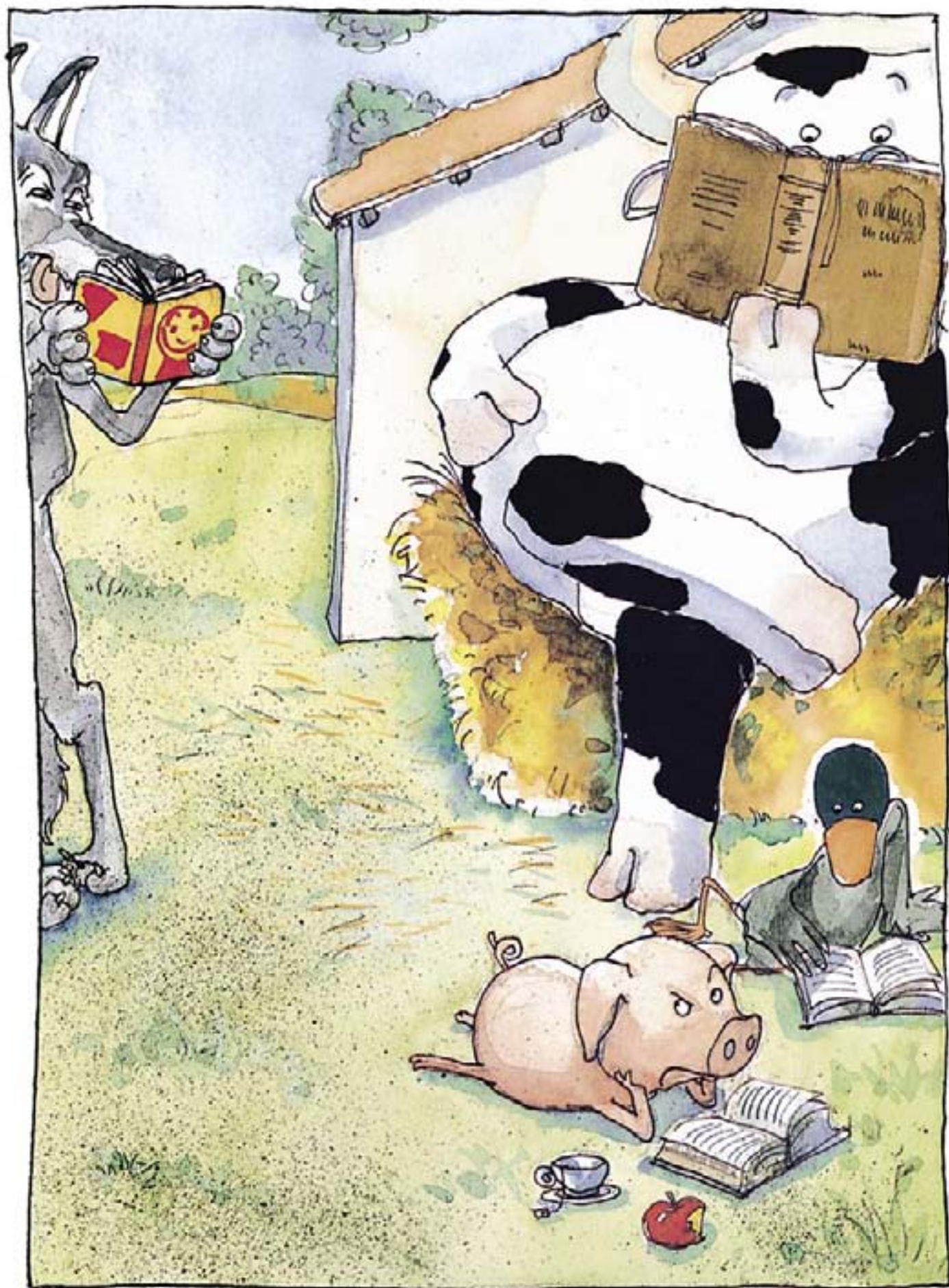
Feeling quite satisfied, the wolf went back to the farm and jumped over the fence. I'll show them, he thought.

He opened his book and began to read:

"Run, wolf! Run!"

See wolf run."

"You've got a long way to go," said the duck, without even **bothering** to look up. And the pig, the duck, and the cow went on reading their own books, not the least impressed.



The wolf jumped back over the fence and ran straight to the public library. He studied long and hard, reading lots of dusty old books, and he practiced and practiced until he could read without stopping.

“They’ll be impressed with my reading now,” he said to himself.



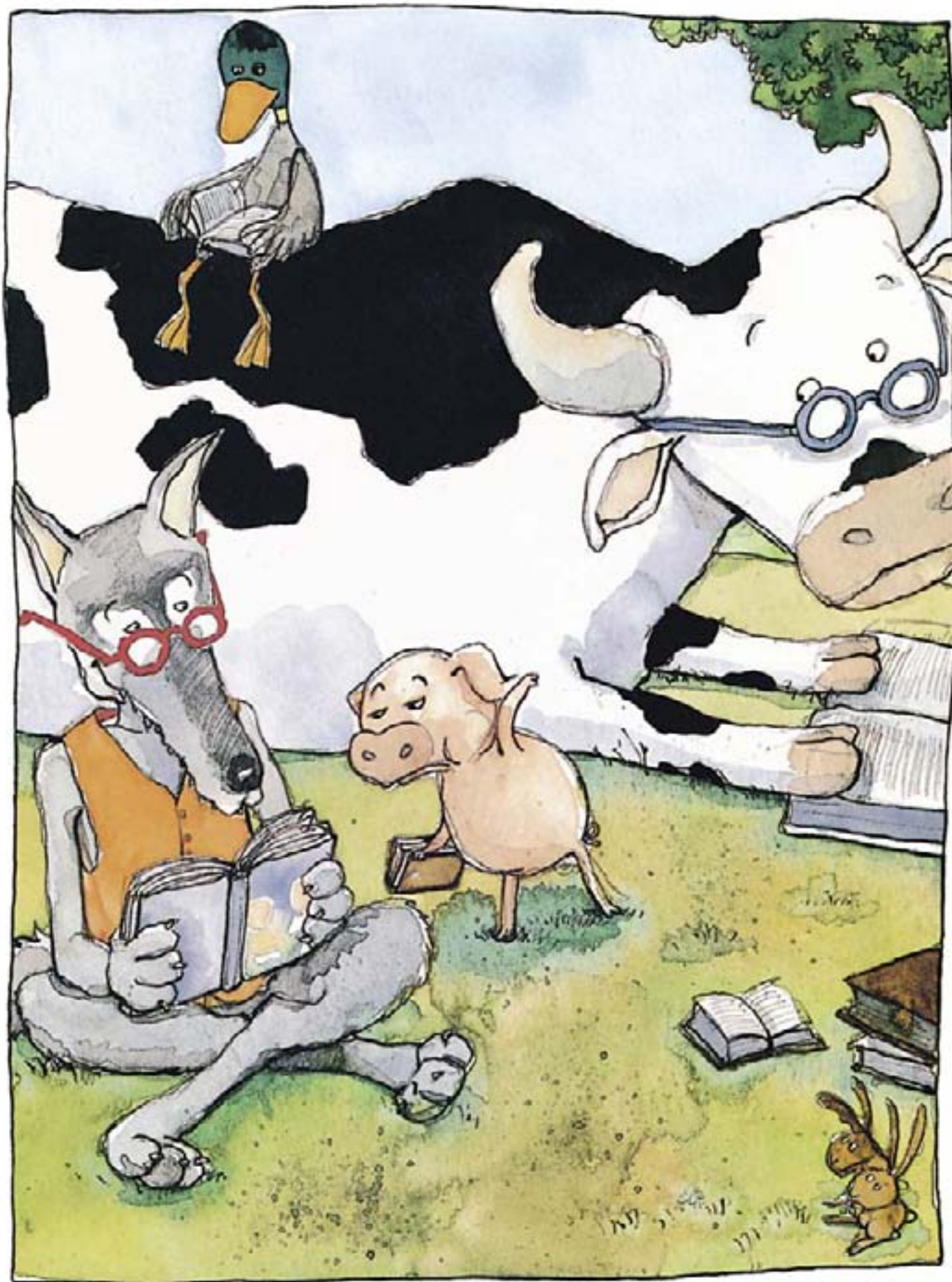
The wolf walked up to the farm gate and knocked. He opened *The Three Little Pigs* and began to read:

“Once upon a time there were three little pigs. One day their mother called them and told them—”

“Stop that racket,” interrupted the duck.

“You have improved,” remarked the pig, “but you still need to work on your style.”

The wolf tucked his tail between his legs and slunk away.

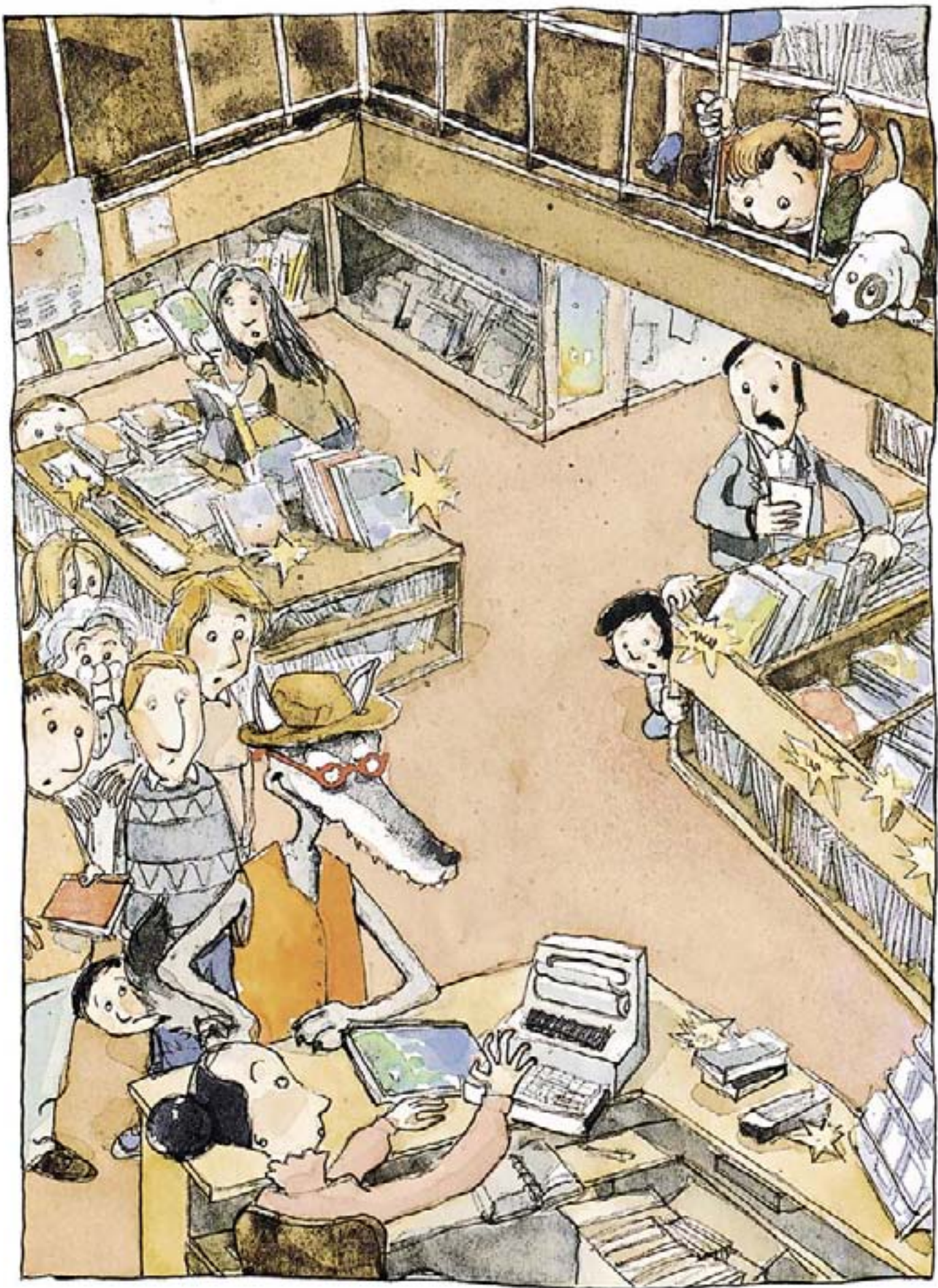




But the wolf wasn't about to give up. He counted the little money he had left, went to the bookshop, and bought a **splendid** new storybook. His first very own book!

He was going to read it day and night, every letter and every line. He would read so well that the farm animals would **admire** him.







Ding-dong, rang the wolf at the farm gate.

He lay down on the grass, made himself comfortable,
took out his new book, and began to read.

He read with confidence and **passion**, and the pig,
the cow, and the duck all listened and said not one word.

Each time he finished a story, the pig, the duck, and
the cow asked if he would please read them another.

So the wolf read on, story after story.

One minute he was Little Red Riding Hood,



the next a genie emerging from a lamp,



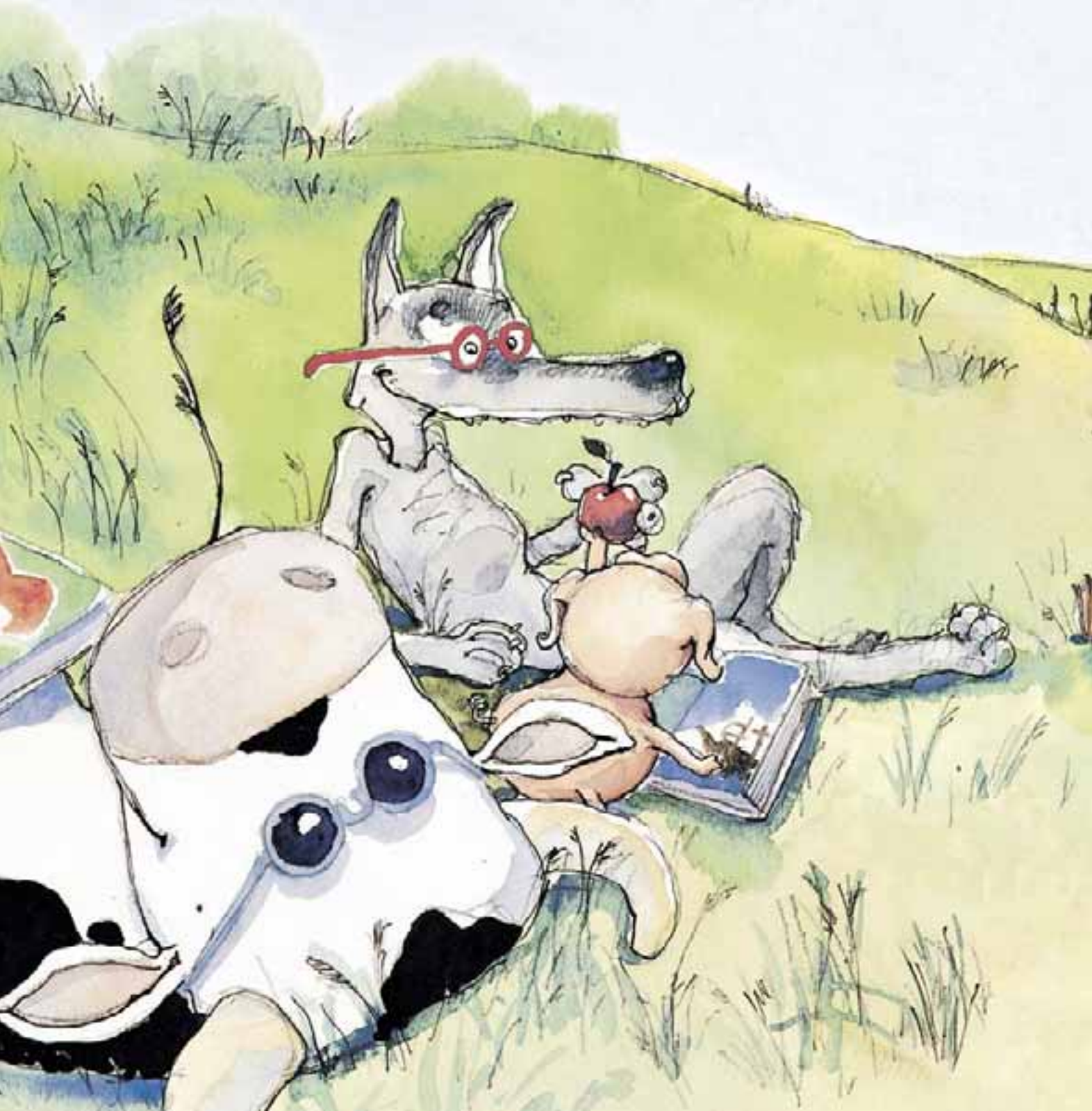
and then a swashbuckling pirate.



“This is so much fun!” said the duck.

“He’s a master,” said the pig.

“Why don’t you join us on our picnic today?” offered the cow.



And so they all had a picnic—the pig, the duck, the cow, and the wolf. They lay in the tall grass and told stories all the afternoon long.

“We should all become storytellers,” said the cow suddenly.

“We could travel around the world,” added the duck.

“We can start tomorrow morning,” said the pig.

The wolf stretched in the grass. He was happy to have such wonderful friends.



Read Along with Becky and Pascal

Author

Becky Bloom was born in Greece but has traveled to many countries to work and go to school. She studied architecture at the University of California at Berkeley and now lives in the south of France with her husband and children. She has many different animals around her home, but no wolf.

Illustrator

Pascal Biet has lived in France his whole life. He was born in Saint-Laurent, in the north of France. He studied visual communication and design in Blois, France, and now he lives in Paris.



Find out more about Becky Bloom and Pascal Biet at

www.macmillanmh.com

Other books by

Becky Bloom and Pascal Biet: *Leo and Lester* and *Mice Make Trouble*



Author's Purpose

Wolf! mixes fantasy with reality. Did Becky Bloom want to inform or entertain her readers? What clues help you to understand the author's purpose?





Comprehension Check



Summarize

Use your Fantasy and Reality Chart to help you summarize *Wolf!* Use details from the story to clarify what is fantasy and reality.

Alike	Different



Think and Compare

1. What changes would you suggest to make the story more realistic? **Generate Questions: Fantasy and Reality**
2. What information supports the idea that the wolf wanted to make friends? Use story details in your answer. **Synthesize**
3. Why would you **admire** the wolf if he was able to read you a story? **Apply**
4. Why did the animals like the wolf after he learned to read well? Explain your answer. **Analyze**
5. Read “The Boy Who Cried Wolf” on pages 180-181. Compare it to *Wolf!* In which story do the animal characters act more like real people? Use details from both selections in your answer. **Reading/Writing Across Texts**



Science

Genre

Nonfiction Articles give information about real people, places, or things.

Text Features

Italics, **headings**, **pronunciations**, and **bold** or **colored type** help you understand important information in the text.

Content Vocabulary

reputation **den**
offspring **communicate**

The Truth About WOLVES

by Paul Netcher

For years wolves have been feared and misunderstood. They are the villains in many folktales. How did these furry animals get such a bad **reputation**? It's because people think they're sneaky and always hunting for food.

The wolf's bad reputation is not truly deserved. It's time to set the record straight. Here is the truth about *Canis lupus*—the gray wolf.



Life in a Pack

Wolves do not like to live near humans. They prefer the company of other wolves. They live in groups called packs. A pack is made up of two parents and their newest **offspring**, or young. Sometimes other wolves become part of a pack, too.

Most packs have six to eight wolves. Some packs can have as many as 30 members!

Wolves often help each other. They live, hunt, and raise pups together. In fact, members of a pack always work together to hunt deer or moose.



Follow the Leader



Using Text Features

These text features help you make sense of what you read.

boldface type

heading

pronunciation

italics

The wolves in a pack have a **hierarchy** (HIGH•er•ar•kee), or order. The pack leaders are called the *alpha* male and female. Each of the other wolves has a role or job within the pack.





Raising the Pups

Pups are born in a well-hidden cave or dirt hole called a **den**. At first, the mother stays with the pups. She lets other members of the pack bring her food. After a few weeks, the mother goes off with the rest of the pack to hunt. Another adult may “babysit” the pups while she is gone. When the pack returns, they chew and spit up meat for the pups.

Young wolves learn how to hunt by playing. They also learn by watching other pack members.

Talking Like a Wolf

Wolves **communicate**, or give information to each other in different ways. Sometimes they use body movements to let other wolves know how they feel. Different howls also have different meanings. One howl calls the pack together. Another howl warns other packs to stay away. Even though many pictures show wolves howling during a full moon, wolves never howl at the moon! They are just communicating with the pack.



Connect and Compare



1. Look at the words “Talking Like a Wolf” on this page. Why are these words in a different size and color? What do we call this text feature? **Using Text Features**
2. What is your opinion of wolves after reading this article? **Evaluate**
3. Use information in this article to tell how the main character in *Wolf!* is different from a real wolf. **Reading/Writing Across Texts**



Science Activity

Do more research about wolves. On the computer, write an article for younger students that tells what you learned. Use text features such as *italics*, *headings*, and *bold* or *colored type* to highlight important parts of your article.



Find out more about wolves at www.macmillanmh.com

Write a Wildlife Protection Poster

Writer's Craft

Beginning, Middle, and End

A sentence that grabs a reader's attention makes a strong **beginning**. Use important supporting details in the **middle**. Sum up your thoughts with a strong **ending**.

I wrote a strong beginning and added important details in the middle.

I sum up here.

Save the Sea Turtles!

by Nate W.

After millions of years, sea turtles are becoming extinct. You can help!

Throw away ribbons, balloons, plastic bags, and fishing lines. They can harm a turtle's habitat. Don't shine house or car lights onto the beach. Confused turtles follow the lights instead of heading to the sea. Talk to a conservation expert about how else you can help.



Your Turn

Write a paragraph for a poster that persuades people to protect wildlife. It might encourage people to protect a certain animal or to take care of an area in which a certain animal lives. Be sure to use a good beginning, middle, and end. Use the Writer's Checklist to check your writing.



Writer's Checklist

- ☒ **Ideas and Content:** Do I provide information to explain my message?
- ☒ **Organization:** Did I get the reader's attention at the **beginning**, **middle**, and **end** of the poster?
- ☒ **Voice:** Did I show that I have strong feelings?
- ☒ **Word Choice:** Did I use specific nouns?
- ☒ **Sentence Fluency:** Does my writing sound good when I read it out loud?
- ☒ **Conventions:** Did I write complete sentences and use end marks? Did I form plural nouns correctly? Did I check my spelling?

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Talk About It

What do you think the world and your life will be like in the future?

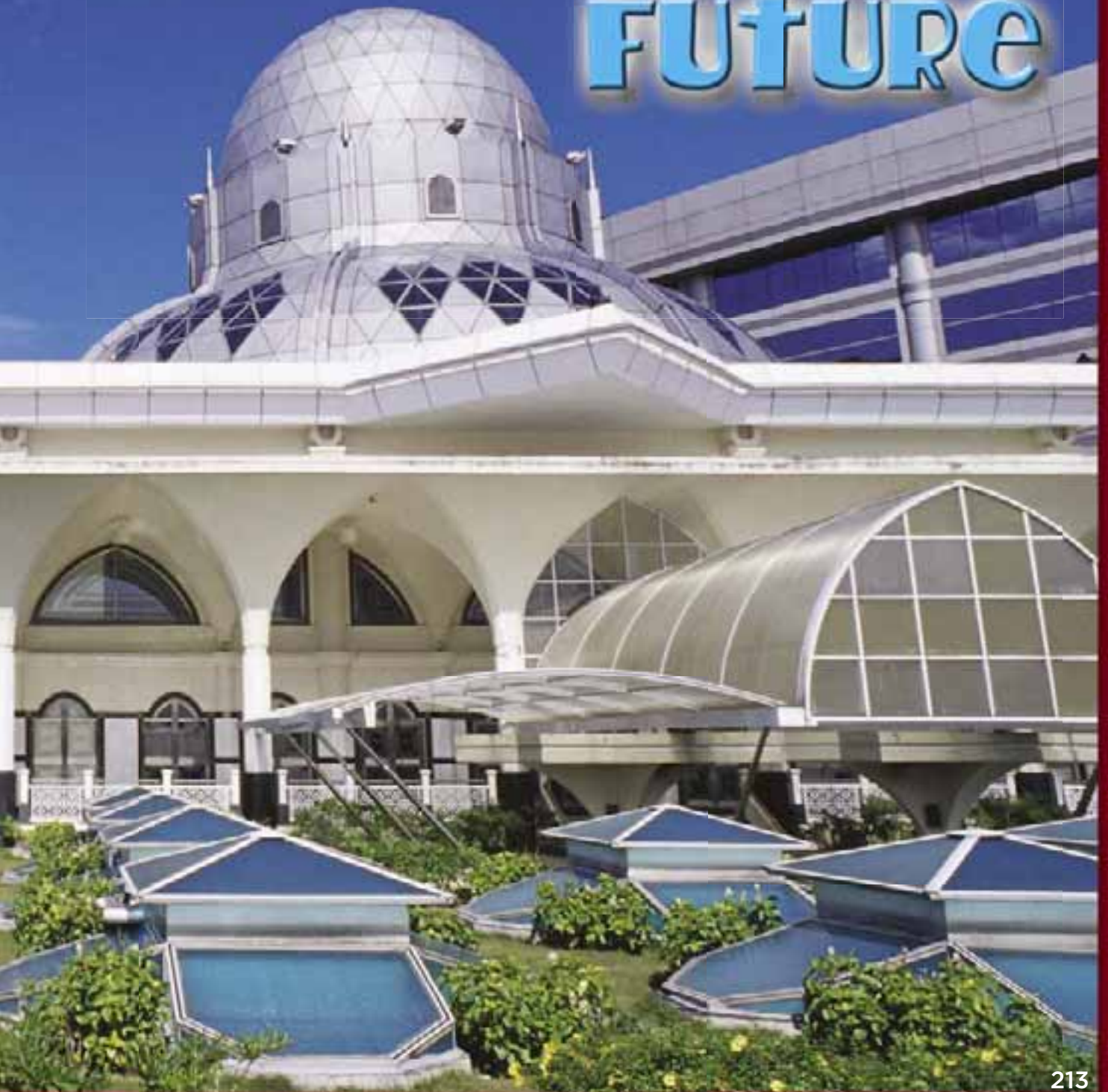


Find out more about the future at

www.macmillanmh.com



Past, Present, and FUTURE



Vocabulary

objects
entertainment
predictions
computers

Did the first Americans paint these images?



Where Did the First Americans Live ?

An ancient campsite has been discovered in a cave in Brazil. Archaeologists, who study ancient people, call it the Cave of the Painted Rock. Paintings on the cave walls are clues that people lived here 11,000 years ago. They were probably the first Americans.

An Important Discovery

Archaeologist Anna Roosevelt and other scientists began exploring the Cave of the Painted Rock in 1990. The team found paintings of stick figures and animals, handprints, fish bones, and tools. They also found charred wood, palm seeds, and other **objects**. These show that people cooked, ate, and worked in the cave.

Early Americans used minerals to finger-paint on the rock walls. This was probably for **entertainment**. It seems that they had an artistic, fun side.

Tracing Their Steps

Many scientists believe the first people to reach America came from Asia. They crossed a land bridge that once connected the areas that are now Russia and Alaska.



This yellow line shows the way the first Americans might have traveled into South America.

Predictions for the Present

What did people long ago think life would be like today? Here's what some experts in the past said about the world we live in right now. How many of their **predictions** were right?

◆ "Everything that can be invented has been invented." –Charles Duell, head of the U.S. Patent Office, 1899

◆ "The radio craze . . . will die out in time." –Thomas Edison, 1922



◆ "I think there is a world market for about five **computers**." –Thomas Watson, chairman of IBM, 1943

◆ "There is no reason for any individual to have a computer in their home." –Ken Olson, president of Digital Equipment Corporation, 1977

What a Century It Was!

From 1900 to 1999, the world went through some major changes. We flew in airplanes. We went into space in rockets and shuttles. Computers were hooked up in homes and schools across the country. People fought for freedom and equality. The list goes on and on. Here are a few of the inventions and discoveries of the incredible twentieth century.

1904 Ice cream cone

1907 Plastic

1926 Movies with sound

1927 Television



1939 Jet airplane

1969 Early Internet

1972 Handheld calculator

1973 Cellular phone



1981 Space shuttle

1993 Web browser for exploring the Internet

1997 Pathfinder explores Mars



Find out more about the twentieth century at
www.macmillanmh.com

Comprehension

Genre

Nonfiction Articles give information about real people, places, or things.

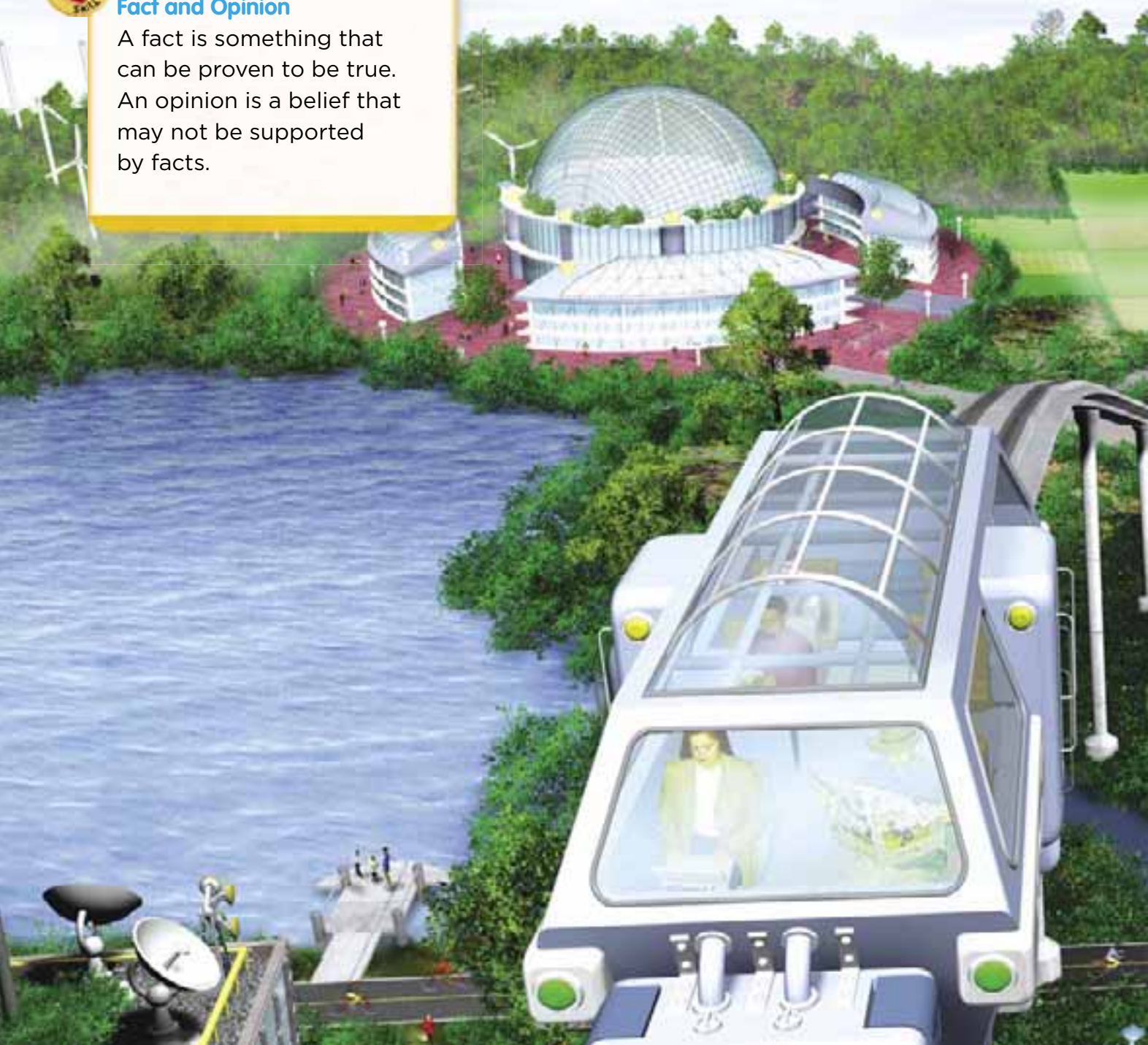


Summarize

Fact and Opinion

A fact is something that can be proven to be true. An opinion is a belief that may not be supported by facts.

What's in Store for the Future?



How can new knowledge and inventions improve our daily lives in the future?



Modern inventions make our everyday lives easier, but many of these inventions use up natural resources. Cars burn gas to get us where we want to go. This pollutes the air. Electric heat and light make our homes warm and welcoming, but they also burn up coal and oil. We need factories, but factory waste pollutes our waterways.

Experts believe that changing the way we live in the future may actually improve our planet's health. We can use cleaner energy and fewer chemicals as we build the towns of tomorrow. Here are some ideas and **predictions** that many people think will make our planet a cleaner place to live.



Satellite receiver



Electric train

Work and Transportation

More and more people will be working in their homes using **computers** and satellite receivers. Today, more electric trains are being built, and new hydrogen-powered and electric cars are being developed. In the future, most cars will probably use this technology. Shopping and **entertainment** may be as close as a ride on an Earth-friendly bicycle.



Home garden

Organic farm



Food

We'll grow fruits, grains, and vegetables close to home, either in our gardens or on nearby organic farms. The farms won't use chemicals to control pests. Instead, different kinds of insects will stop harmful bugs. That will help keep chemicals out of our food.



Mall

Shopping

Online stores will be popular, but we'll still have malls. They will be small, with bike racks instead of a giant parking lot. They will use natural sunlight to cut down on energy use. They will also recycle the **objects** you buy there, when you are finished using them.

Energy

Energy from windmills and solar panels is available now to some homeowners. In the future, every home will probably use this kind of energy. Rooftop solar panels will help make hydrogen from sunlight. Our appliances will run on this gas. At night hydrogen will be turned into electricity or light.

Windmills



Think and Compare

1. Which statements in this article are fact, and which are opinion? Explain your answer.
2. What problems do gas-powered cars create?
3. Which one of these predictions do you think would affect you the most? Why?
4. The "Predictions for the Present" did not come true. Which predictions in "What's in Store for the Future?" do you think will come true, and which won't come true? Give reasons for your answers.

Waste

Plumbing lines will empty into enclosed marshes, where special plants, fish, snails, and bacteria will clean wastewater. Clean water will flow back into streams and reservoirs.



Enclosed marsh



Test Strategy

Author and Me

The answer is not directly stated. Think about what you have read to figure out the best answer.

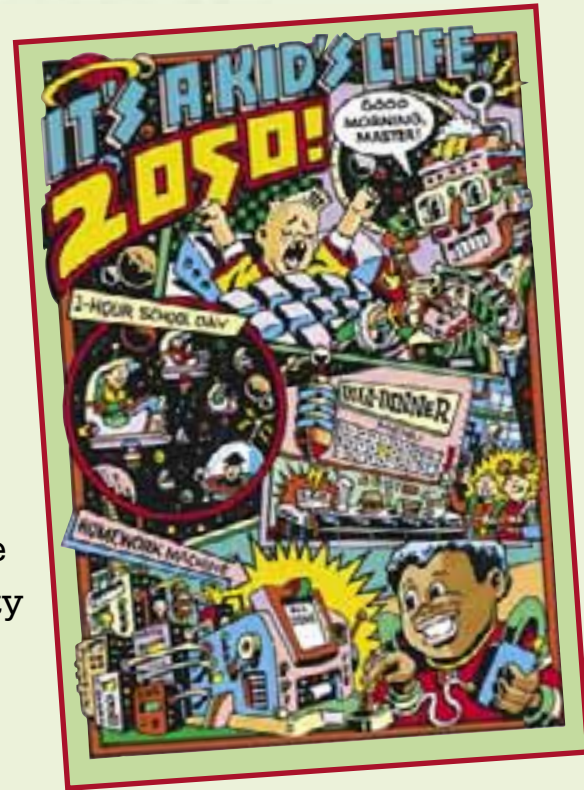
WILL ROBOTS DO ALL THE WORK?

Do homework, chores, and the long school day make you wish you had more time to just “kid” around? That wish may come true for your grandchildren. Scientists are inventing things to make life easier and more fun in the year 2050.

By 2050, robots may be in every room in the home. Professor Eric Schwartz of the University of Florida predicts, “A robot could clean the child’s room and play catch.” Schwartz’s team has already created a robot that vacuums and is now developing one that mows the lawn.

By 2050, kids will be able to call friends on a videophone, says Texas Instruments’ Gene Frantz. They will surf the Internet, watch TV, and type up homework by talking into a wristwatch-sized gadget. People who are sick will wear electronic chips that deliver medicine to the bloodstream.

Marcia Kuszmaul of Microsoft Education Group says small computers will allow kids in the future to “learn any time, any place.” Instead of textbooks, students will use an electronic reader that delivers their assignments.



Directions: Answer the questions.

1. How can computers give you more time for fun?

- A** Computers will cost less in the future.
- B** All learning will take place over a videophone.
- C** All kids will have robots that will go to school for them.
- D** They help you do chores and homework more quickly.

2. According to the author, in the future

- A** kids will learn in school and at home.
- B** teachers will not be necessary.
- C** kids will not learn to read.
- D** only grandchildren will have computers.

3. This article is MOSTLY about

- A** grandchildren of the future.
- B** technology changing our lives.
- C** how hard life is for kids today.
- D** robots for kids.

4. What kinds of jobs do you think robots are suited to do? Why?

5. Explain how you think changes to computers will change your daily life in the future.

Tip

You have to think about the entire passage to choose the best answer.

Write to a Prompt

What if you could borrow the vacuuming robot for a day? Write a diary entry about this experience.

Describe what happened and how you felt about it.



My topic sentence tells you what I am writing about.

A Day with Robot Bob

My amazing day began when Professor Schwartz brought his robot, Bob, to my house. I was surprised that Bob didn't look like a person at all. He was just a small machine with wheels, but what a neat machine!

I learned how to program Bob to turn and to go forward and backward. In a way, Bob worked like a remote-controlled car. The difference was he vacuumed while he rolled along.

A robot doesn't really do all the work for you. I had to pick up everything from the floor of my room. Then Bob was able to work. He doesn't really think for himself either. I had to tell him how to move. It was still a lot of work, but it was fun to run a machine without having to touch it.

Professor Schwartz and his team are working to make Bob "smarter." Then he won't need so much help "learning" about what he has to do. I hope I see him again someday.

Writing Prompt

Think back to an experience you had using something new like a toy or computer. Write a diary entry about what happened and how you felt trying something for the first time. Be sure to choose your topic carefully, and include details in your story.



Writer's Checklist

- ☒ Ask yourself, who will read my story?
- ☒ Think about your purpose for writing.
- ☒ Plan your writing before beginning.
- ☒ Use details to support your story.
- ☒ Be sure your story has a beginning, a middle, and an ending.
- ☒ Use your best spelling, grammar, and punctuation.

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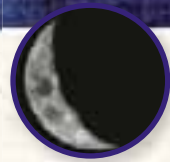
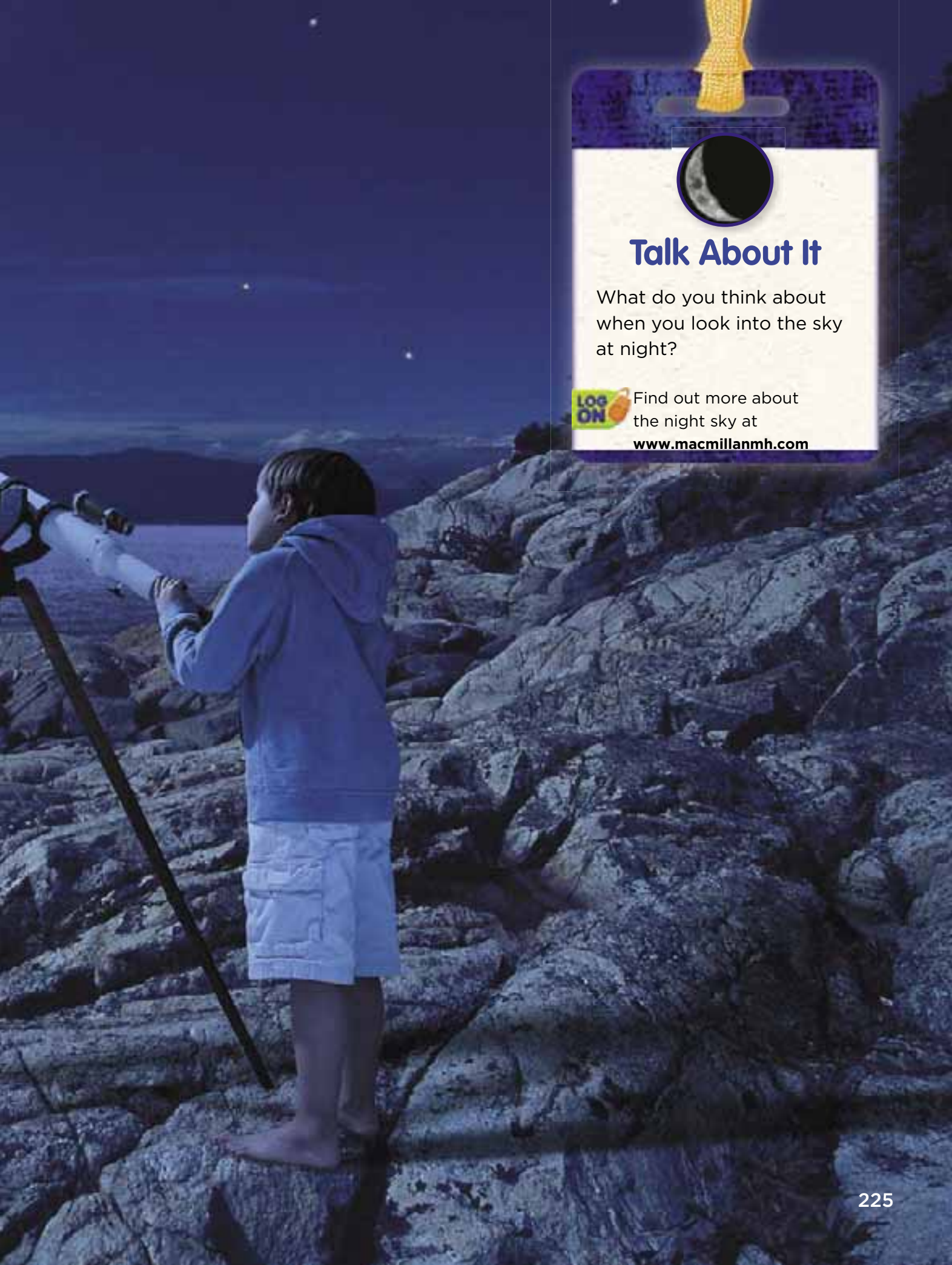
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OUT IN SPACE





Talk About It

What do you think about when you look into the sky at night?



Find out more about the night sky at www.macmillanmh.com

Constellations: Pictures in the Sky

by Tyler Giliberto

Vocabulary

solar system	dim
easily	temperatures
farther	telescope
main	probably

Context Clues

Definitions of words sometimes serve as context clues in sentences.

Astronomers are people who study the night sky.

Looking up at the night sky, you won't see the sun and all eight planets that belong to our **solar system**, but you can enjoy the light of the moon and the surrounding stars. Long ago, people tried to make sense of the stars that fill the night sky. They saw that the stars made patterns in the sky that looked like people, animals, and other things. These groups of stars were called constellations. Today there are 88 constellations in the sky.

Ursa Major

Ursa Major or "Great Bear" is **easily** one of the best-known constellations. Some Native American legends say that "the giant bear has three warriors chasing it." Inside Ursa Major, you can find the Big Dipper. The Big Dipper is a group of stars that looks like a cup with a long handle.

Orion: The Great Hunter

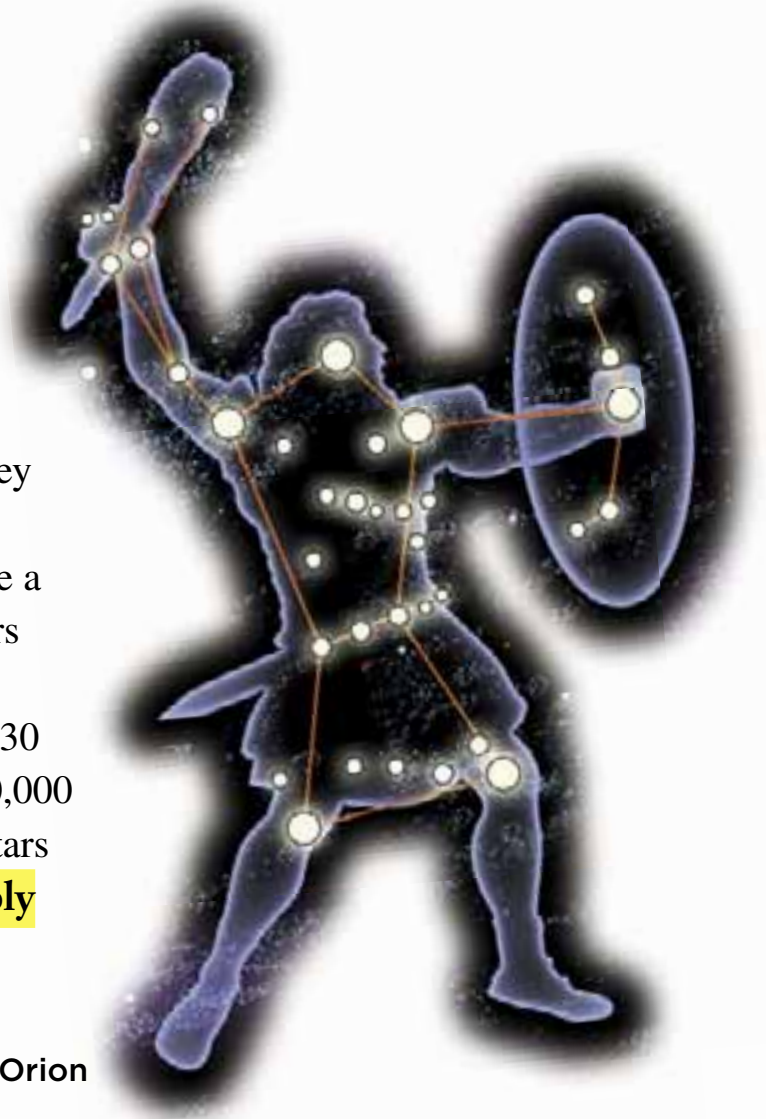
Orion is another constellation. In a famous Greek myth, Orion was a great hunter. He was killed when he stepped on a scorpion. The Greek gods felt sorry for him. They put him and his dogs in the sky as constellations. Then they put all the animals he hunted near him. They placed the scorpion **farther** away so Orion wouldn't be hurt by it again.

The constellation Orion

The **main** star of this constellation marks Orion's left shoulder and is called Betelgeuse [BEE-t'l-juhs]. Next to the brightness of this star, all the others appear **dim**.

How bright stars appear depend on their distance from Earth, how large they are, and their different **temperatures**, or how hot they burn. Scientists can use a powerful **telescope** to observe the stars closely and find out more about them.

Scientists know that Betelgeuse is 630 times larger than our sun and shines 60,000 times brighter. It is one of the largest stars anywhere in the night sky, and **probably** one of the most fascinating to study.



An illustration of Orion

Reread for Comprehension



Generate Questions

Summarize

As you generate or ask questions to summarize an article, think about the important details. To determine which details are important, ask "Do these details support the main idea of the passage?"

A Main Idea Chart helps you decide which information is important enough to include in a summary. Reread the selection to summarize the main ideas and important details.

Main Idea	Details

Comprehension

Genre

Informational Nonfiction

uses facts to explain about real people, things, places, situations, or events.



Generate Questions

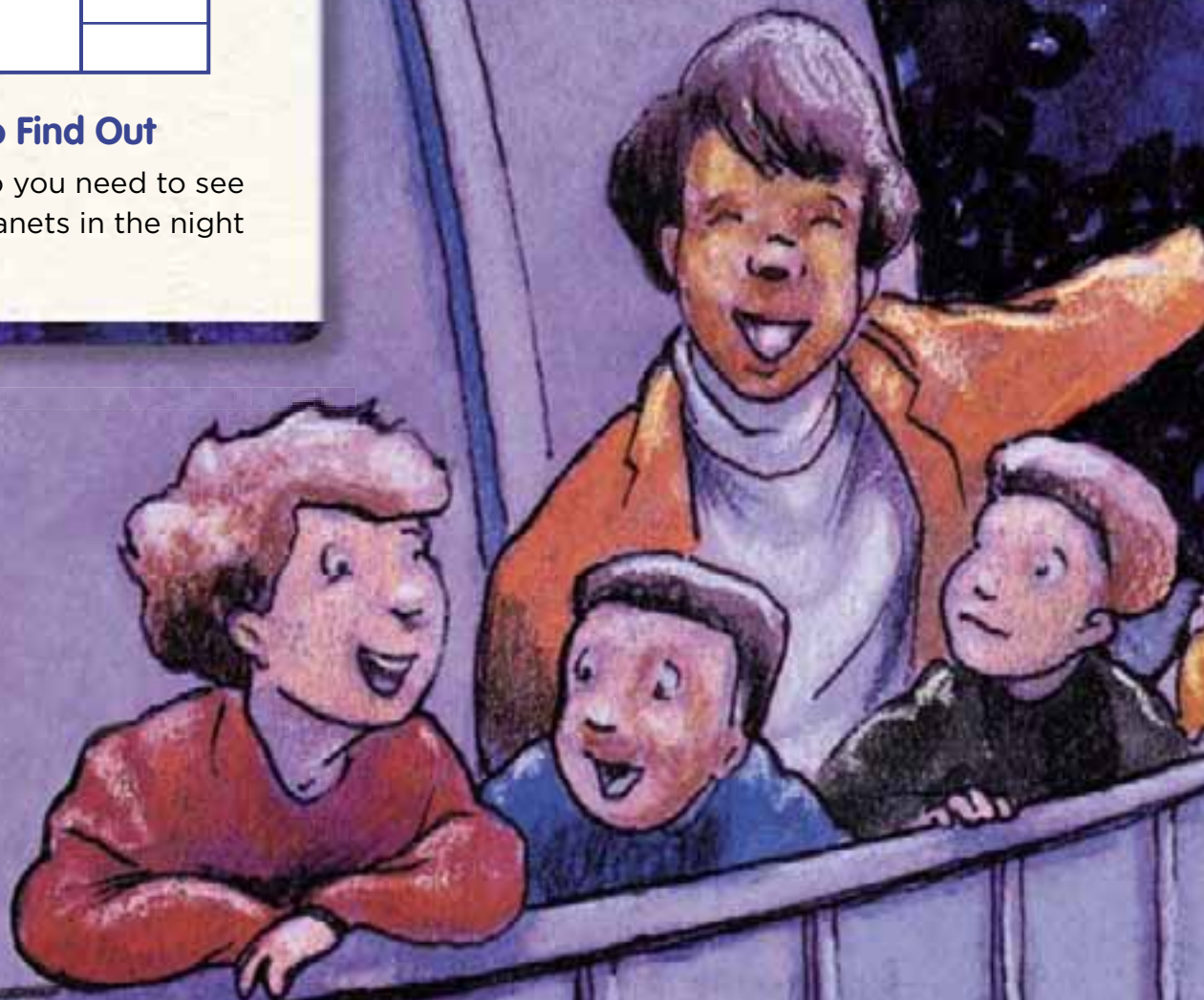
Summarize

As you read, use your Main Idea Chart.

Main Idea	Details

Read to Find Out

What do you need to see other planets in the night sky?

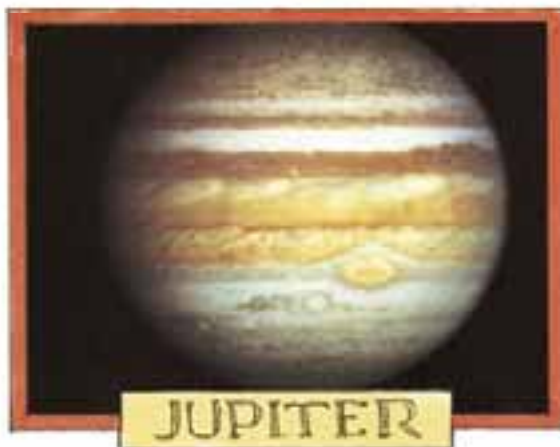


The Planets in Our Solar System



by Franklyn M. Branley
illustrated by Kevin O'Malley

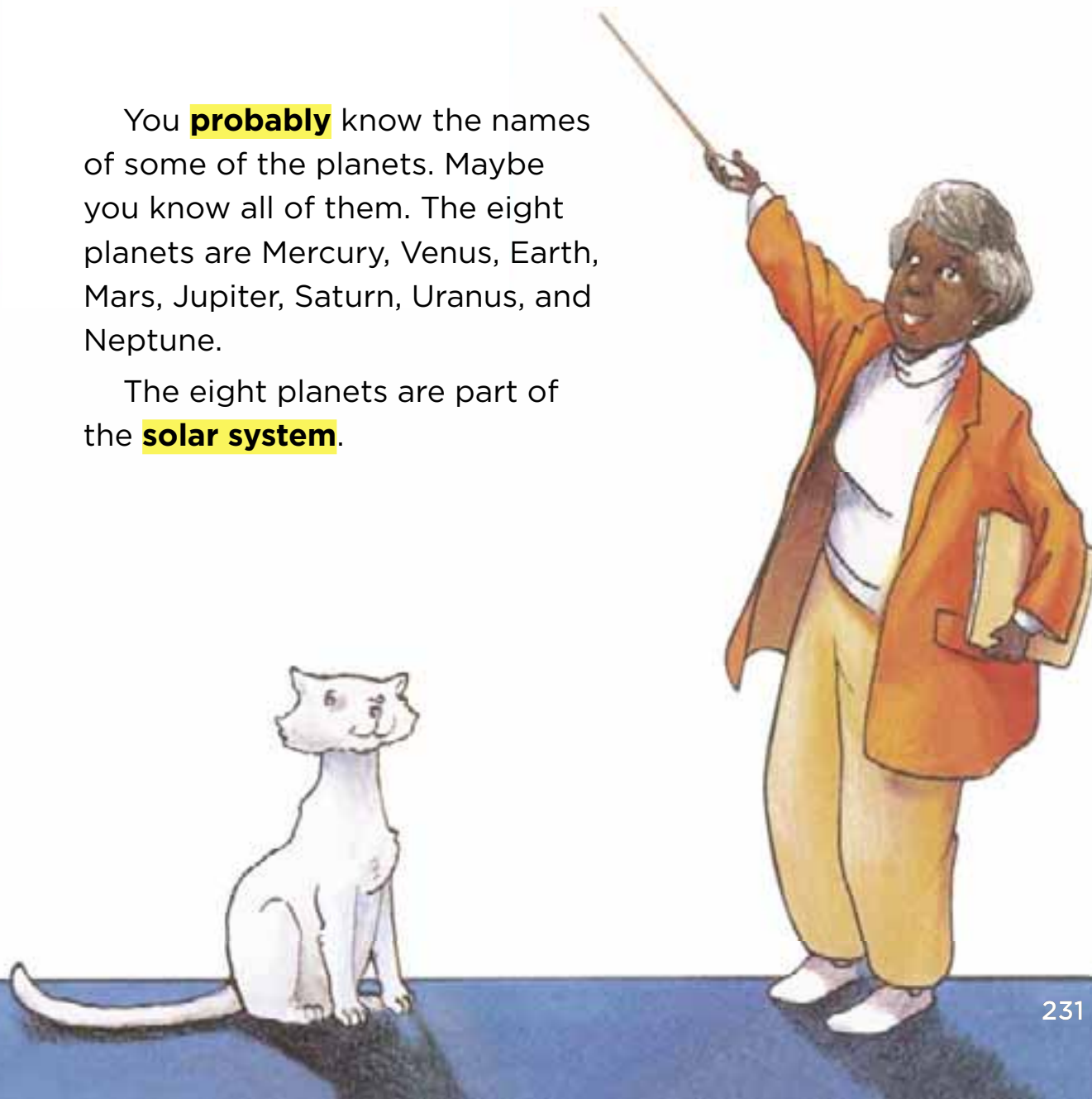
We all live on a planet. Our planet is called Earth.
It is one of eight planets that go around the sun.





You **probably** know the names of some of the planets. Maybe you know all of them. The eight planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.

The eight planets are part of the **solar system**.



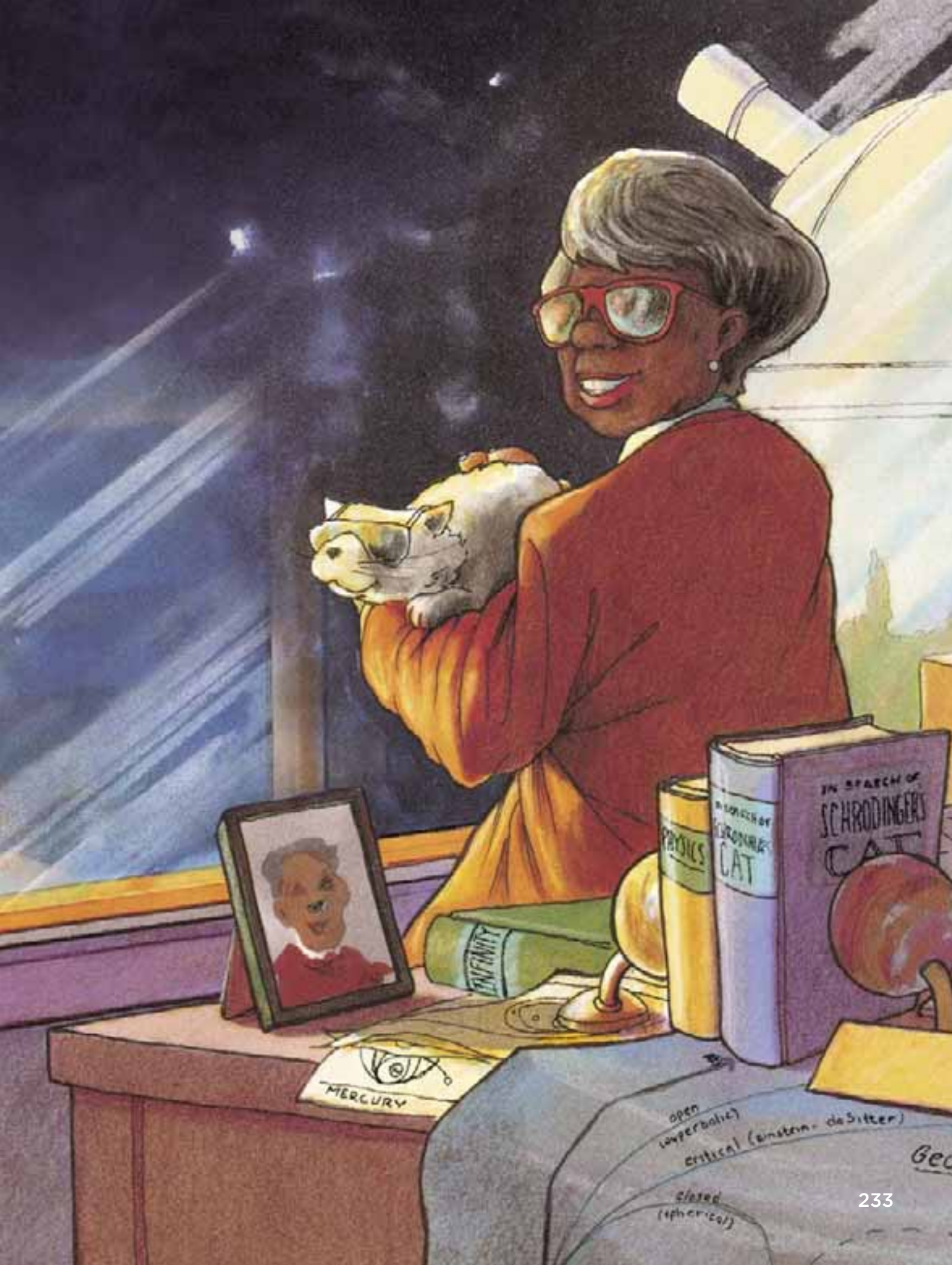
The most important part of the solar system is the sun. The word *sol* means sun in Latin. So the solar system means “the sun system.”

After the sun, the most important parts of the solar system are the eight planets.



Summarize

What are the two most important parts of the solar system?



Have you ever tried to find the planets in the sky? Uranus and Neptune are very **dim**. You need a **telescope** to see them.

You don't need a telescope to see Venus, Mars, Jupiter, or Saturn. They look like bright stars, but they don't twinkle. They glow. You may have seen them and thought they were stars.



You don't need a telescope to see Mercury, either. You can see it in early evening just after sunset. The sky is not very dark then, so you have to be a good sky watcher to find Mercury.

But there is another part of the solar system that you can see **easily**. It is the moon. The moon goes around Earth. It's called Earth's satellite. Most of the other planets also have satellites.



Summarize

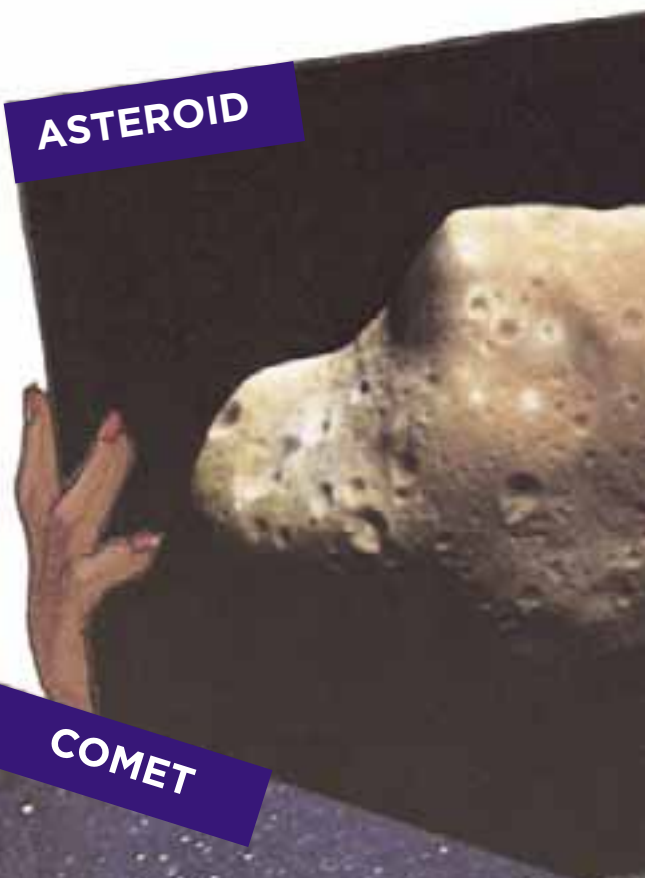
What objects in the sky can you see without a telescope?



Asteroids are also part of the solar system. So are comets and meteoroids. Asteroids are big chunks of rock that go around the sun. Many are as big as a house. Some are as big as a mountain, or even bigger.

Comets are collections of ice, gas, and dust. The center of a comet may be only a few miles across. The tail of gasses may be millions of miles long.

Meteoroids are bits of rock and metal. Some are as large as boulders, but most are as small as grains of sand. Have you ever seen a shooting star? It was not really a star. It was a meteoroid falling toward Earth.

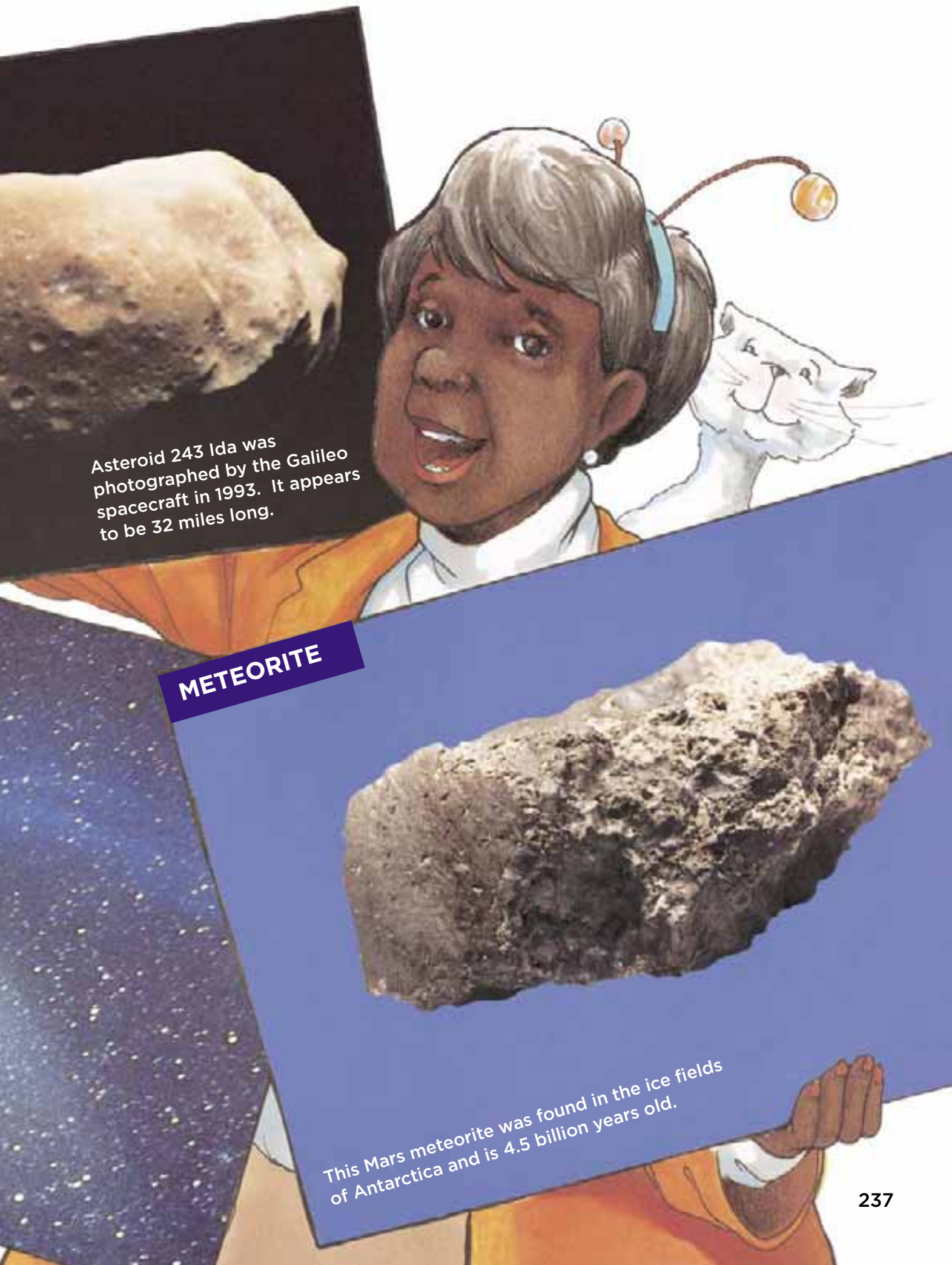


ASTEROID



COMET

The Hale-Bopp Comet could be seen for several months in the spring of 1997.



Asteroid 243 Ida was photographed by the Galileo spacecraft in 1993. It appears to be 32 miles long.

METEORITE

This Mars meteorite was found in the ice fields of Antarctica and is 4.5 billion years old.

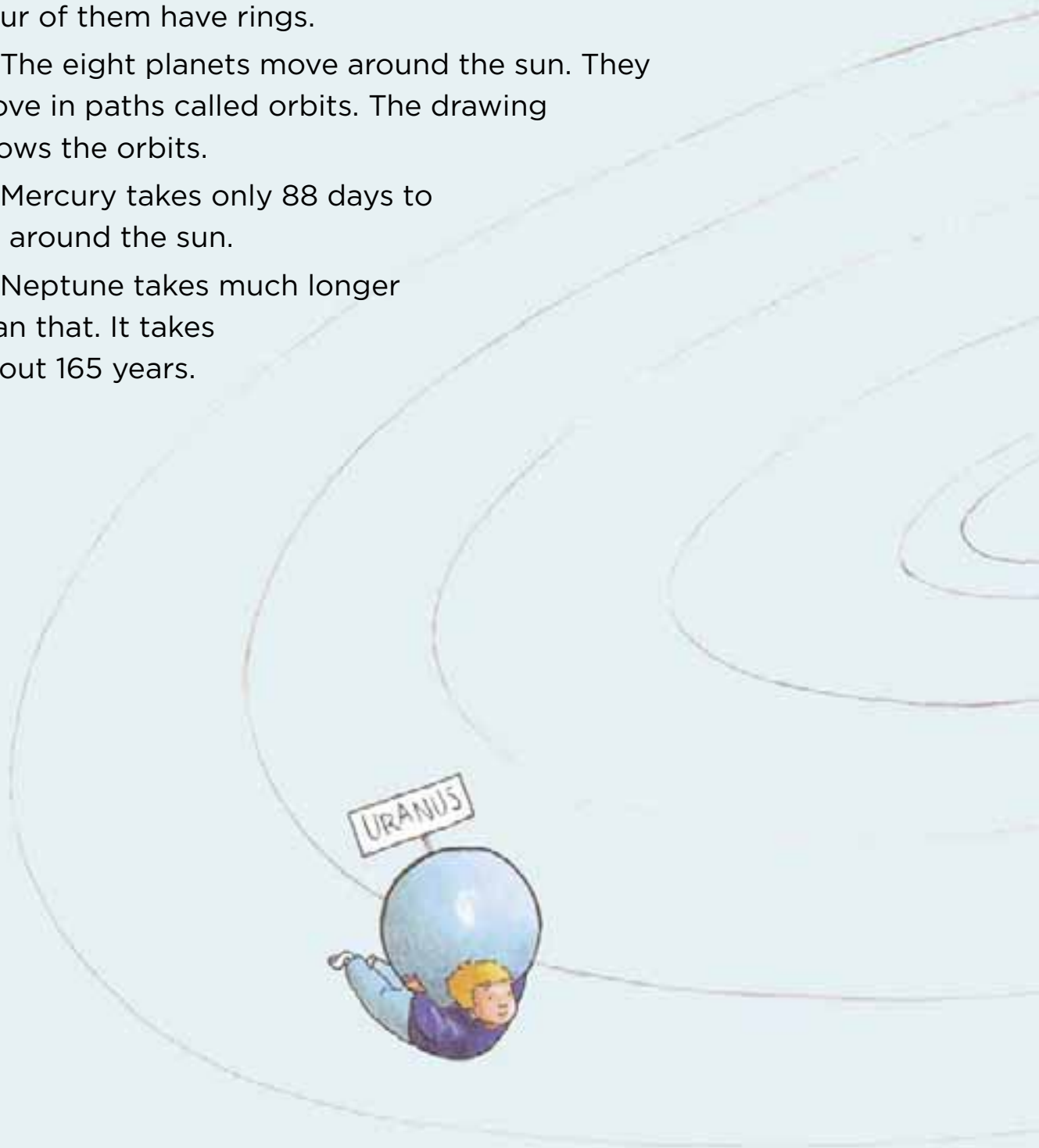
The solar system has many parts—the sun, the eight planets, the satellites of the planets, asteroids, comets, and meteoroids. The **main** parts are the sun and eight planets.

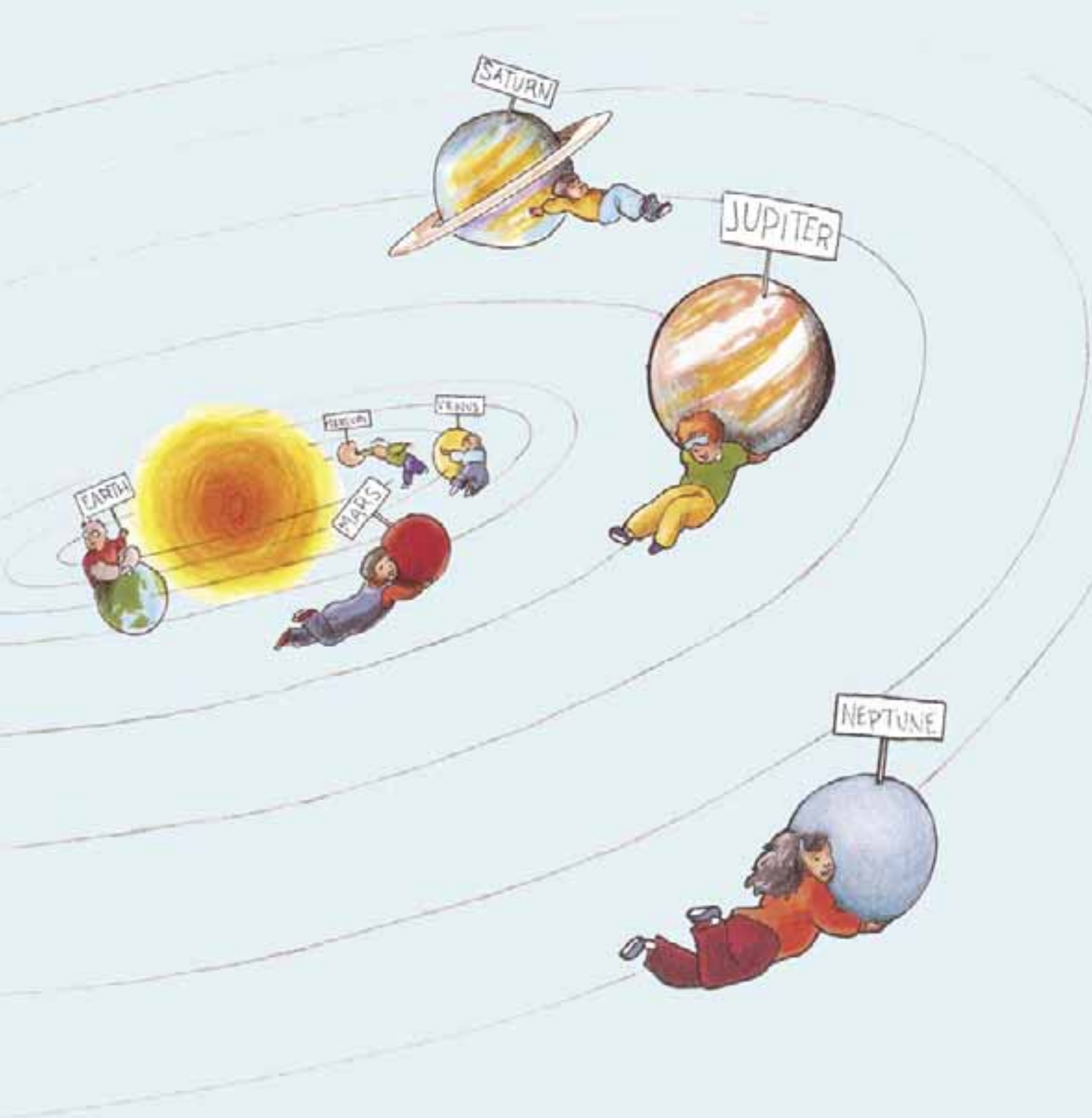
Six of the planets have one or more satellites. Four of them have rings.

The eight planets move around the sun. They move in paths called orbits. The drawing shows the orbits.

Mercury takes only 88 days to go around the sun.

Neptune takes much longer than that. It takes about 165 years.

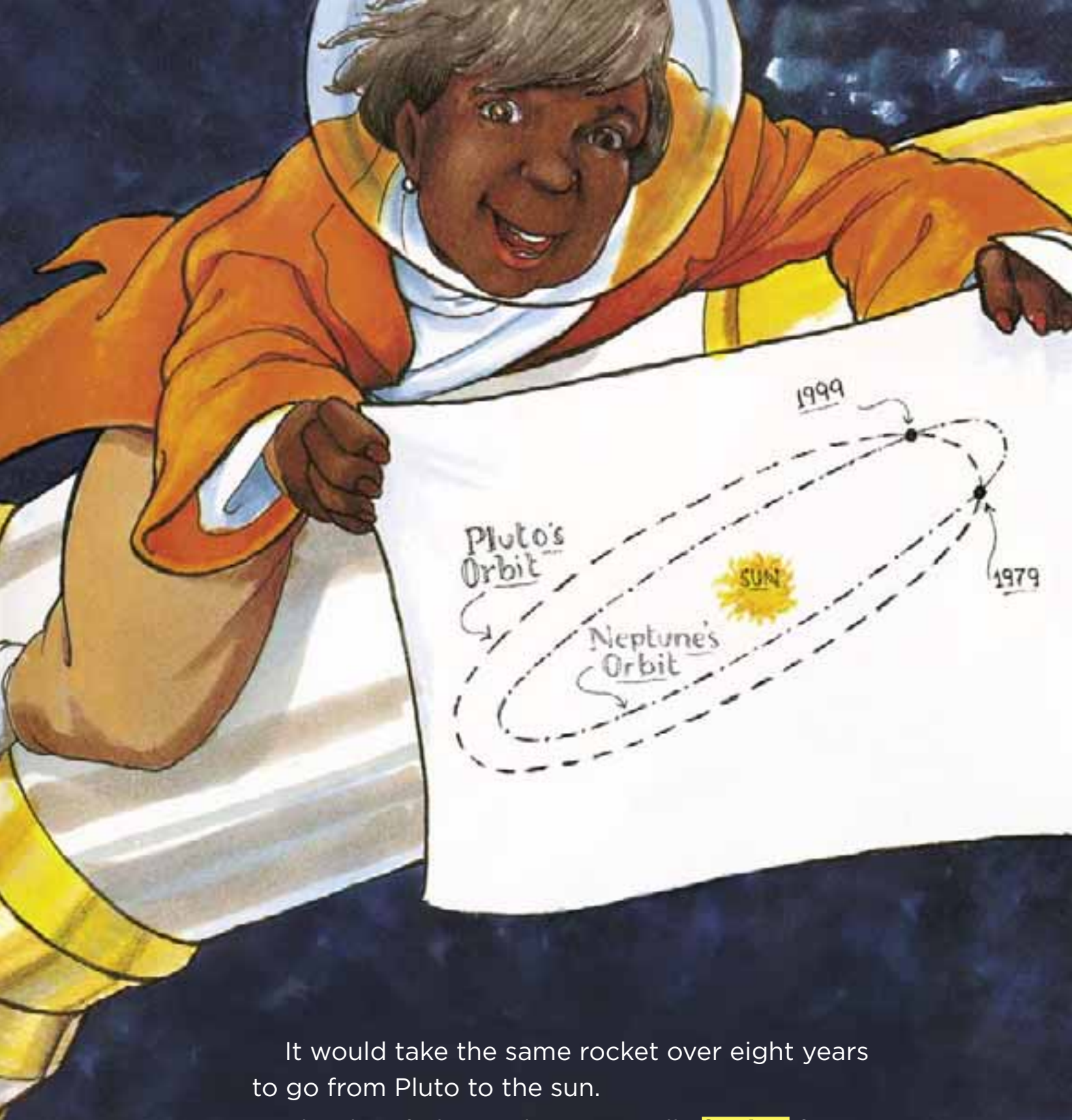




Mercury is closer to the sun than any other planet, but even Mercury is millions of miles from the sun.

Suppose you could fly from Mercury to the sun in a rocket. And suppose the rocket went 50,000 miles an hour. It would take more than four weeks to get there.





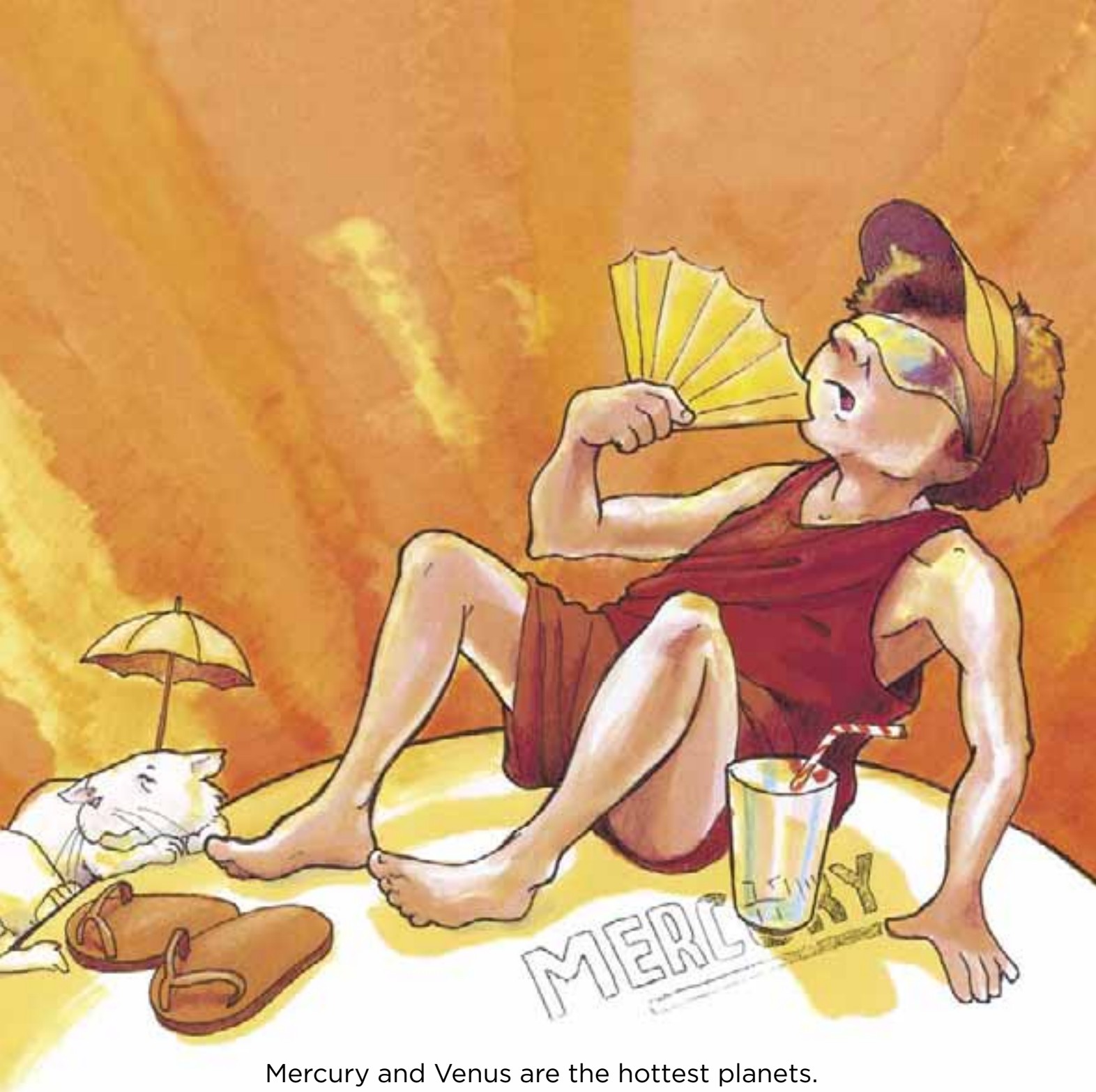
It would take the same rocket over eight years to go from Pluto to the sun.

The dwarf planet Pluto is usually **farther** from the sun than any of the eight planets. From 1979 to 1999, Pluto was closer to the sun than Neptune. In 1999, Pluto was once again farther from the sun than Neptune. It will stay that way until 2250.

Neptune is the farthest planet from the sun. That is why it is the coldest planet. **Temperatures** on Neptune are about 328°F below zero.

That's much colder than any place on Earth. Even the South Pole never gets that cold.





Mercury and Venus are the hottest planets. The temperature on Mercury reaches 600°F . Sometimes it is much colder. On Venus the temperature stays around 860°F .

Plants and animals cannot live on Mercury or Venus. They would burn up. They cannot live on Neptune either. They would freeze. Jupiter and Saturn are also very cold.

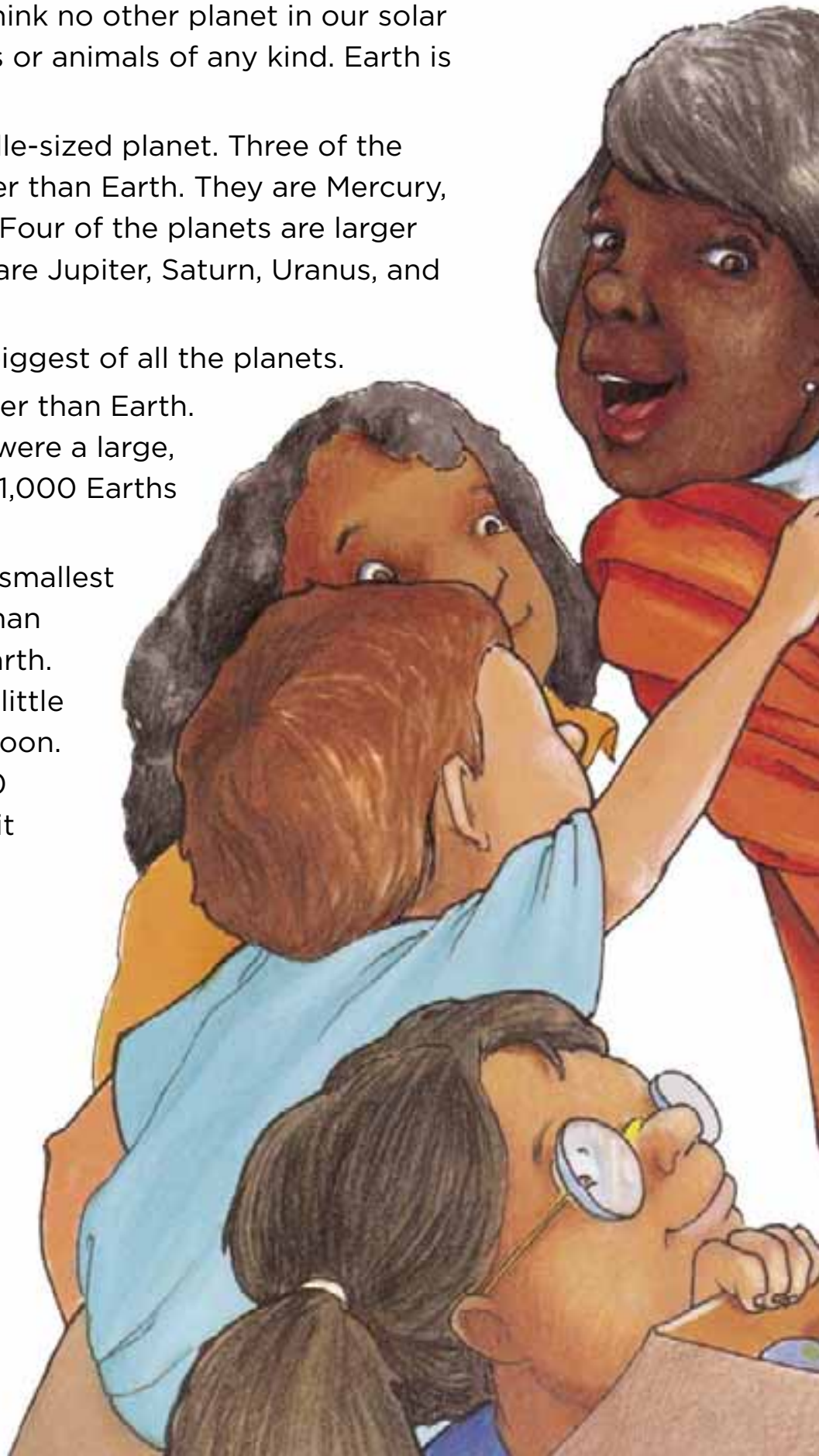
Of all the planets, Earth is the only one where people live. We think no other planet in our solar system has plants or animals of any kind. Earth is the “life planet.”

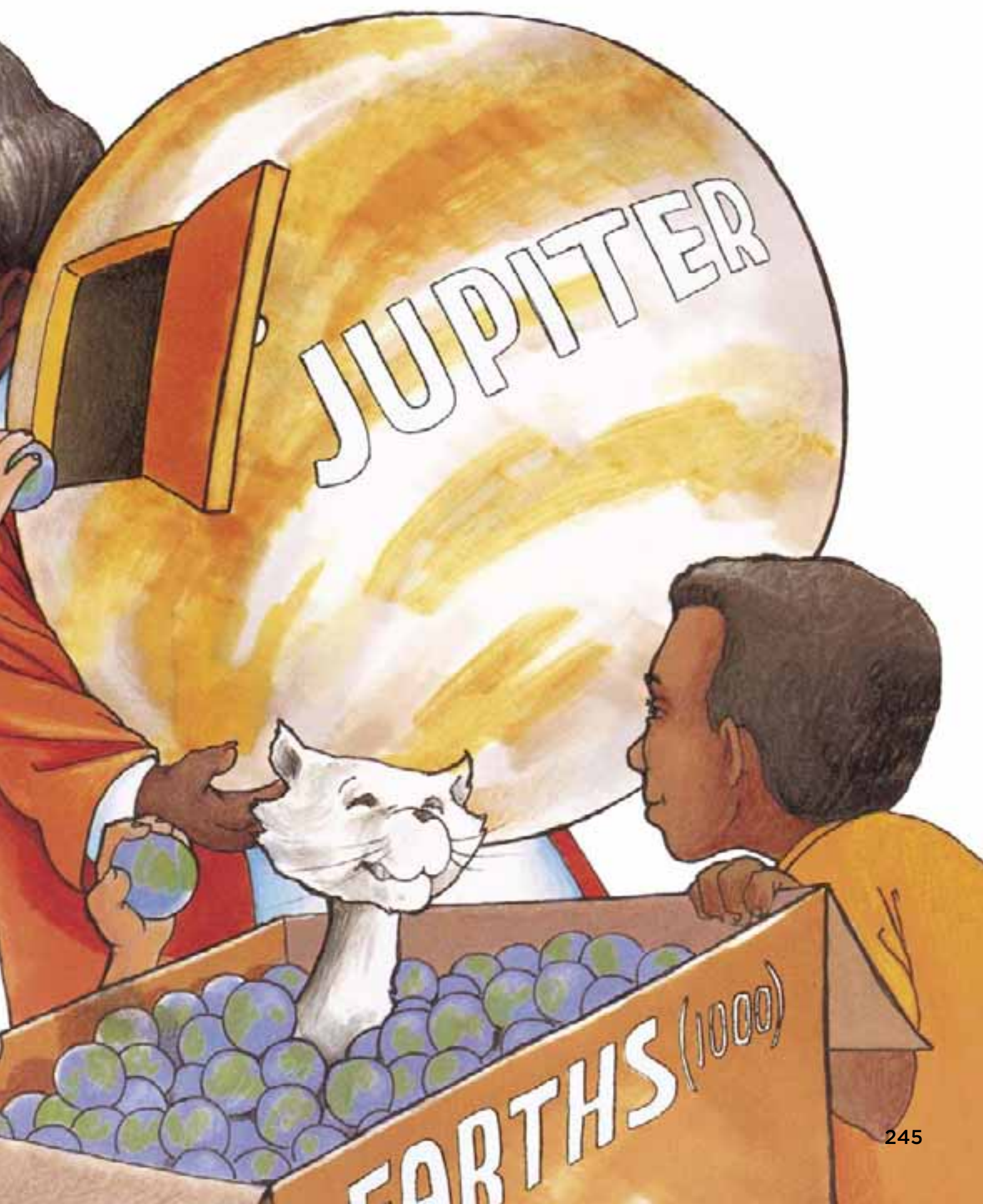
Earth is a middle-sized planet. Three of the planets are smaller than Earth. They are Mercury, Venus, and Mars. Four of the planets are larger than Earth. They are Jupiter, Saturn, Uranus, and Neptune.

Jupiter is the biggest of all the planets.

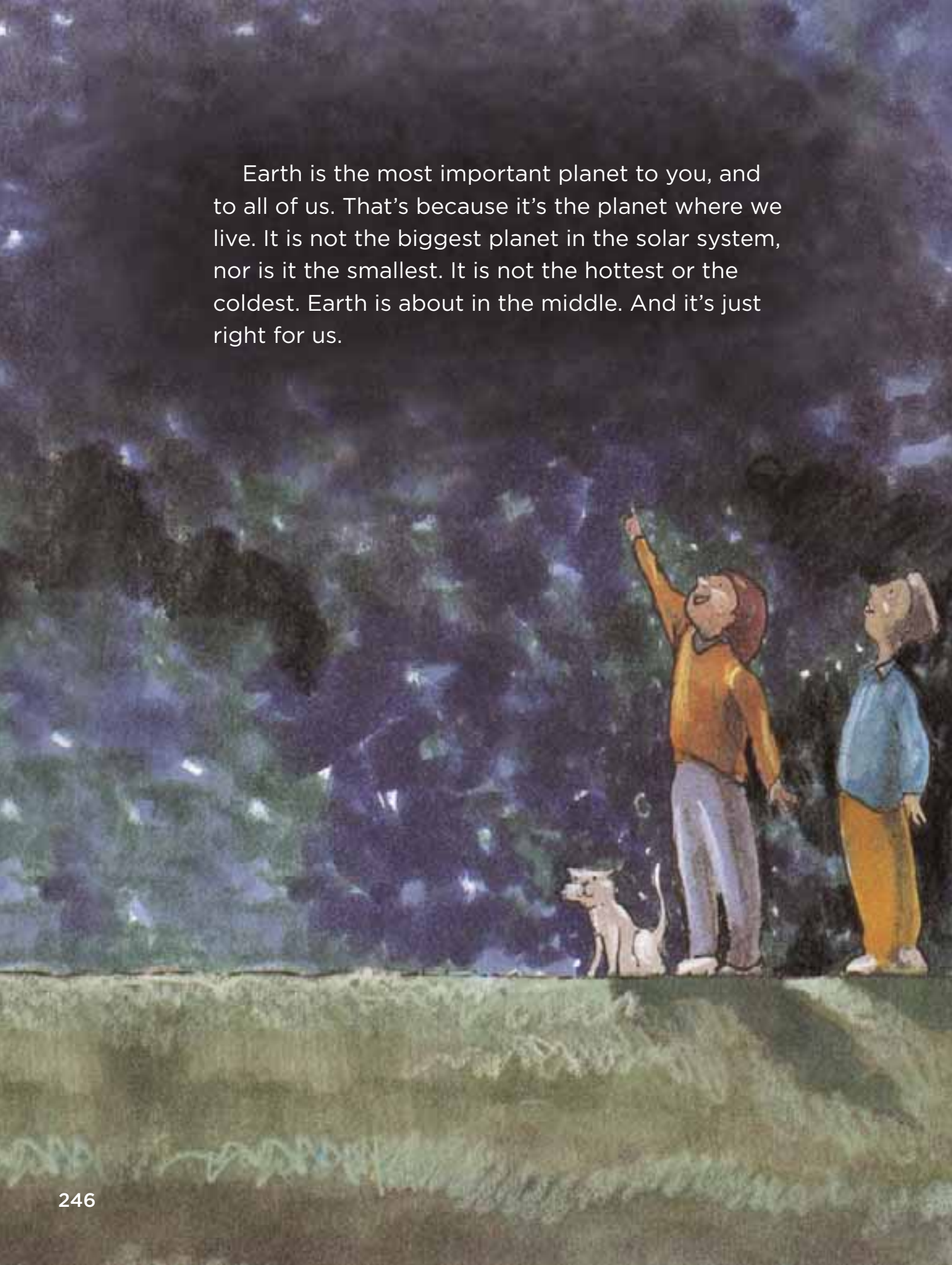
It is much bigger than Earth. Suppose Jupiter were a large, hollow ball. Over 1,000 Earths could fit inside it.

Mercury is the smallest planet. It is less than half the size of Earth. Mercury is only a little larger than our moon. More than 25,000 Mercurys would fit inside Jupiter.





Earth is the most important planet to you, and to all of us. That's because it's the planet where we live. It is not the biggest planet in the solar system, nor is it the smallest. It is not the hottest or the coldest. Earth is about in the middle. And it's just right for us.





Franklyn and Kevin Are Out of This World!

Author

Franklyn M. Branley was an astronomer and a chairman of the American Museum of Natural History's Hayden Planetarium. When he was not studying the solar system, he spent a lot of time writing books. He wrote more than 150 of them for children!



Other books by Franklyn M. Branley:

The Sky Is Full of Stars and
What the Moon Is Like.



Illustrator

Kevin O'Malley loves to visit classrooms to talk about his books almost as much as he loves to illustrate them. Kevin has also written and illustrated his own books, including *Carl Caught a Flying Fish*.



Find out more about Franklyn M. Branley and Kevin O'Malley at
www.macmillanmh.com

Author's Purpose

Nonfiction authors may write to inform, persuade, or entertain. Why do you think Franklyn M. Branley wrote *The Planets in Our Solar System*? Explain.



Comprehension Check



Summarize

Use your Main Idea Chart to summarize the parts of our solar system as described in *The Planets in Our Solar System*. Summarize the main idea and tell the most important details.

Main Idea	Details

Think and Compare



1. What are the differences between asteroids and comets? Use details from the selection to support your answer.

Generate Questions: Summarize

2. Reread pages 234-235. How would you look for planets in the night sky? Use details from the selection to support your answer. **Apply**
3. Why is the sun described as the most important part of the **solar system**? **Analyze**
4. Describe why you believe that Earth is the most important planet to us. **Evaluate**
5. Reread "Constellations: Pictures in the Sky" on pages 226-227. How do the stars in the night sky compare to the planets? Use details from both selections in your answer. **Reading/Writing Across Texts**



Science

Genre

Nonfiction Articles give information about real people, places, or things.

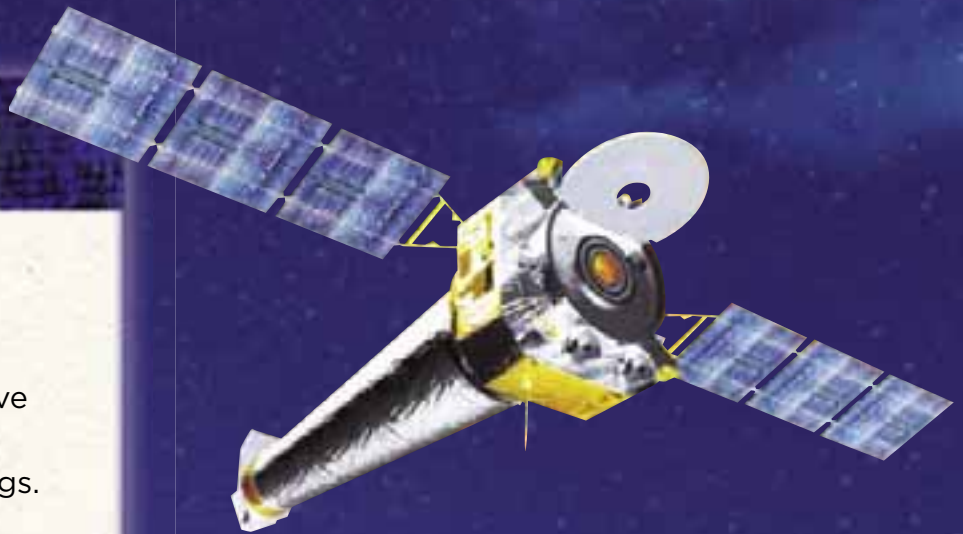


Text Feature

Internet Articles provide information online.

Content Vocabulary

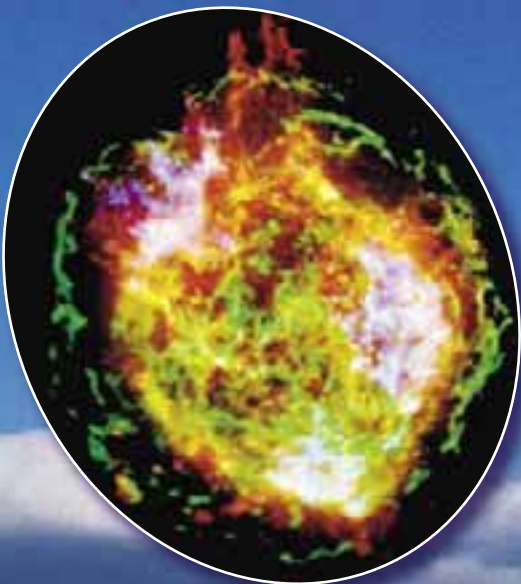
URL	hyperlinks
sidebar	home page
menu	



STAR RESEARCH

BY ALYSSA S.

Chandra's photo of the remains of an exploded star



I have read about stars and wanted to find out more about how scientists observe them. My teacher suggested I do research on the Internet. First, I typed in the **URL** that my teacher gave me. I put it in the address line at the top of the page.

A URL is an address for where you want to go on the Internet. Each URL takes you to a Web site with one or more Web pages.

An article on the site talked about Chandra and Hubble. I used the **sidebar**, which is a column at the side of the Web page that has more information. I found out that these are large telescopes out in space.

I saw a **menu** of **hyperlinks** on the side of the page. The menu lists all the articles and information that are on the Web site. You can click on a hyperlink to take you to another page with more information. I clicked on the word *X-ray* to learn what it means. Hyperlinks can be underlined, or in boldface. Some photos are also hyperlinks that take you to a larger image.

Next, I clicked on the hyperlink for the **home page**. The home page usually has a site map. A site map is like the table of contents in a book. It tells you what's on the site. On the home page, I found links to more cool articles about stars. Some even had sound and video. Internet articles made it so easy for me to find out all about stars!





Reading an Internet Article

Internet articles, like the one below, provide information online. More information can be found by using the menu, sidebar, and hyperlinks.

URL

home page

hyperlink

sidebar

menu

The screenshot shows a web browser window with the address bar displaying "http://www.example.com/". The page title is "SEEING INTO SPACE" and the date is "January 12, 2006". The main content area has a yellow sidebar on the left and a white main area. The sidebar contains a "Space Searchers" logo, a "Home Page" link, a "Words to Know" section with links to "NASA", "Observatory", and "Telescope", and a "More About" section with links to "Hubble", "Chandra", and "Keck". The main area has a title "SEEING INTO SPACE" and a date "January 12, 2006". It contains three paragraphs of text about NASA's observatories, the Hubble Space Telescope, and the Chandra X-ray Observatory. There are two images: one of the Chandra X-ray Observatory and one of the W. M. Keck Observatory. A "menu" label points to the sidebar. A "URL" label points to the address bar. A "home page" label points to the "Home Page" link in the sidebar. A "hyperlink" label points to the "X-ray" link in the "X-ray Telescopes" section. A "sidebar" label points to the sidebar area.

Space Searchers 01/12/06

<http://www.example.com/>

SEEING INTO SPACE
January 12, 2006

The National Aeronautics and Space Administration (NASA) uses different kinds of observatories (OB-ZER-VA-TOR-EES) to observe, or look at, objects in space. Some of NASA's observatories are telescopes that orbit or float in space around Earth. Other large telescopes are built on the ground.

NASA launched the Hubble Space Telescope in 1990. Shuttle astronauts visit the telescope about every three years to replace and fix parts of Hubble. Every day, Hubble gathers enough information to fill a typical home computer.

The Chandra X-ray Observatory was launched into space on July 23, 1999. It is the newest of NASA's observatories. Chandra's X-ray telescope can see objects that are billions of light-years away.


The Chandra Observatory

The W. M. Keck Observatory in Hawaii uses two telescopes. Each is about eight stories tall. Scientists switch between the two telescopes every one to five days.


A photo from the Keck Observatory

Space Searchers

Home Page

Words to Know

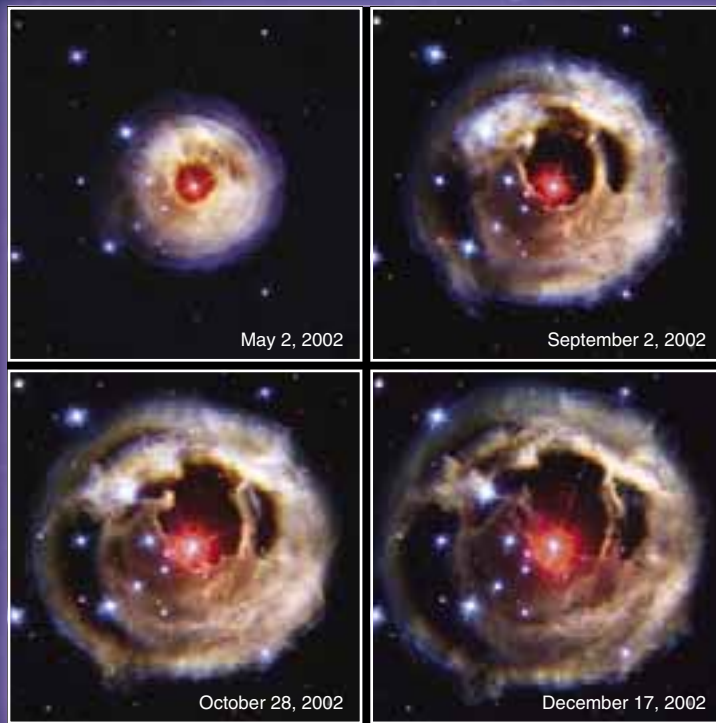
NASA
Observatory
Telescope

More About

[Hubble](#)
[Chandra](#)
[Keck](#)

X-ray Telescopes

[X-ray](#) telescopes let scientists see extremely hot objects in space. They record X-rays that shine from space objects like a camera taking a picture. Sometimes things come between the object that is shining X-ray light and the telescope. Then the telescope can take a picture of that middle object. It looks like a shadow, the same way an X-ray of your arm might look at the doctor's office.



Pictures taken by the Hubble telescope

Connect and Compare



1. Look at the Internet article on page 252. Where would you click to learn more about Hubble? **Reading Internet Articles**
2. Compare an Internet article with an article from a textbook or magazine. How are they the same? How are they different? **Analyze**
3. Pretend that page 239 from *The Planets in Our Solar System* is part of an Internet article. Which words could be used as hyperlinks to more information? **Reading/Writing Across Texts**



Science Activity

With an adult, research another observatory on the Internet. Write a paragraph telling what you found.



Find out more about stars at www.macmillanmh.com

Writer's Craft

Informal Language

Writers often use both formal and **informal language**. For example, colorful informal sentences can show excitement.

Write a Radio Ad



I wanted the kids in my class to know how much I like the planetarium.

I included this to show excitement.

Come See the Sky Dome

by Alicia M.

Do you want to have a real space adventure? Then hurry over to the new Sky Dome at Bock Planetarium.

It's out of this world! You can see planets, moons, stars, and constellations up close. It's like you are in a huge spaceship! And don't forget your umbrella. There are meteor showers, too. The planetarium's door is open seven days a week. It will give you a big thrill. Don't miss it!



Your Turn

Write a radio ad for a planetarium or a museum. You may focus on a special attraction, show, or exhibit. Be sure to use informal language to show excitement in your ad. Use the Writer's Checklist to check your writing.

Writer's Checklist

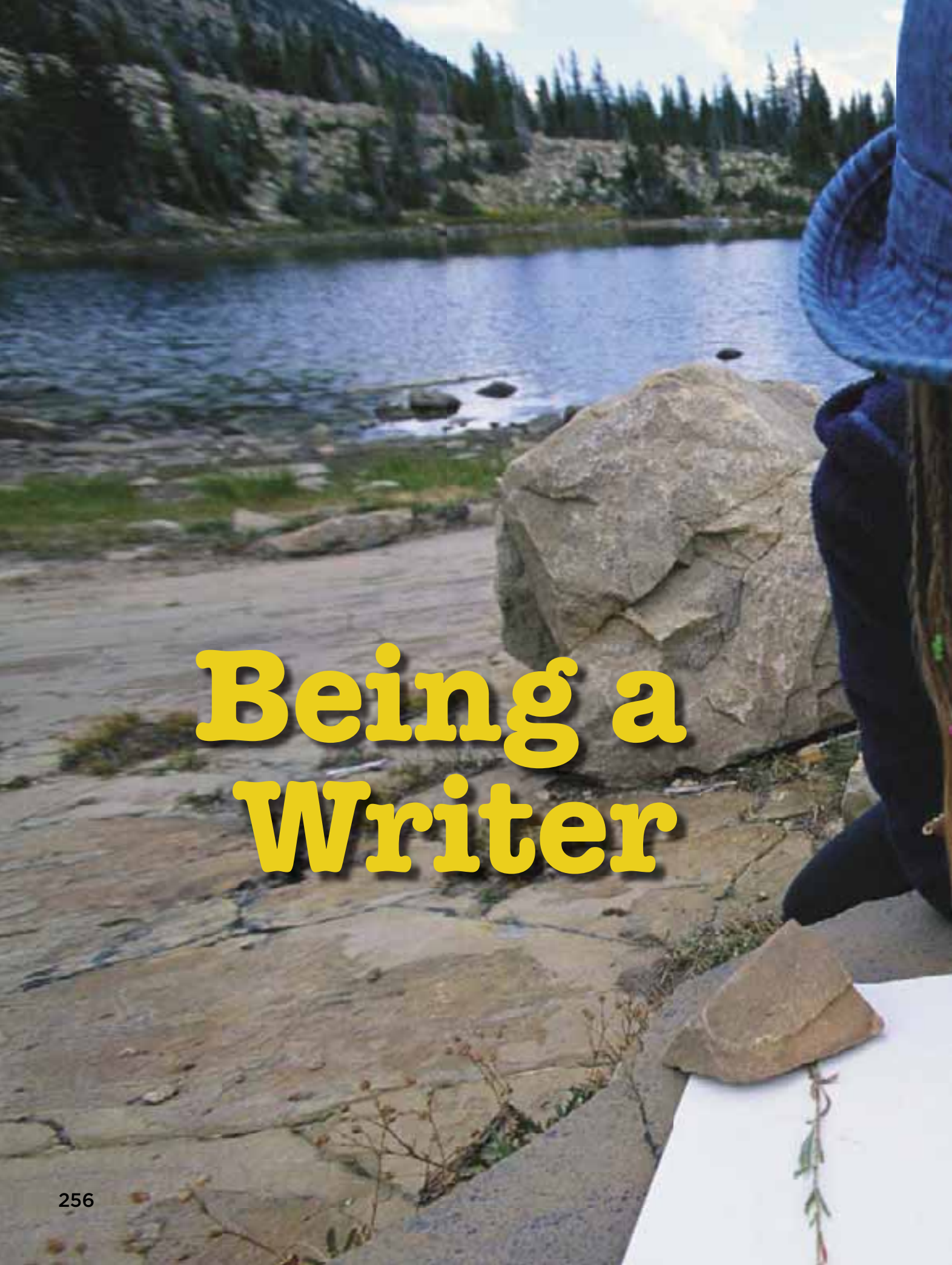
- ☒ **Ideas and Content:** Is my message clear?
- ☒ **Organization:** Is the information well organized?
- ☐ **Voice:** Does it sound like I care about my message? Did I include **informal language**?
- ☒ **Word Choice:** Did I use persuasive words?
- ☒ **Sentence Fluency:** Are my sentences easy to read aloud?
- ☒ **Conventions:** Did I use apostrophes properly in possessive nouns? Did I check my spelling?

Your Turn

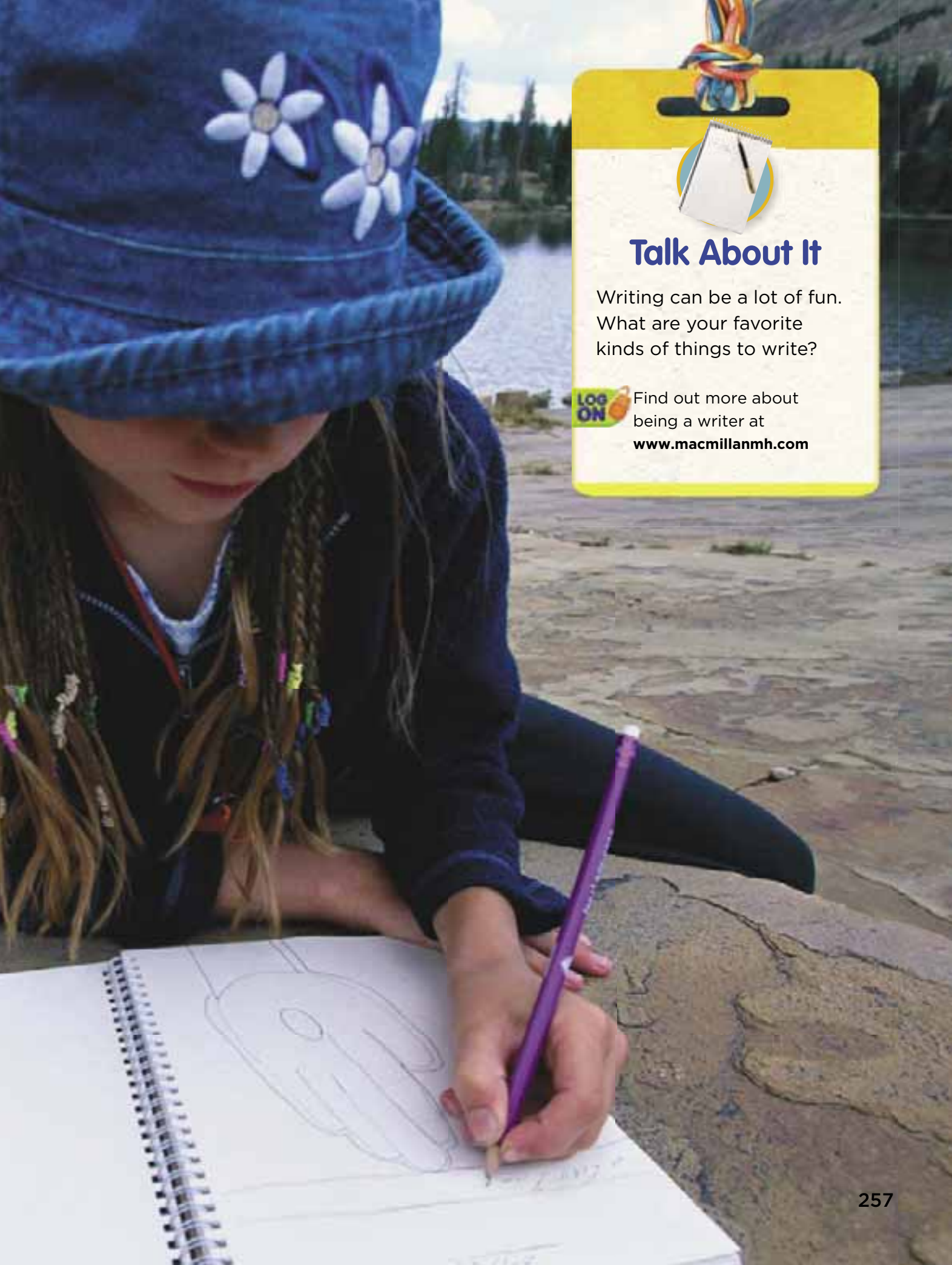
Write a radio ad for a planetarium or a museum. You may focus on a special attraction, show, or exhibit. Be sure to use informal language to show excitement in your ad. Use the Writer's Checklist to check your writing.

Writer's Checklist

- ☒ **Ideas and Content:** Is my message clear?
- ☒ **Organization:** Is the information well organized?
- ☐ **Voice:** Does it sound like I care about my message? Did I include **informal language**?
- ☒ **Word Choice:** Did I use persuasive words?
- ☒ **Sentence Fluency:** Are my sentences easy to read aloud?
- ☒ **Conventions:** Did I use apostrophes properly in possessive nouns? Did I check my spelling?



Being a Writer



Talk About It

Writing can be a lot of fun.
What are your favorite
kinds of things to write?



Find out more about
being a writer at
www.macmillanmh.com

Talking to Lulu Delacre, children's author

by Diana Jarvis

Vocabulary

talented	excitement
single	acceptance
proper	useful

Context Clues

Word Clues can help you find the meaning of *acceptance*.

Ana worried about her *acceptance* to the team, but Coach said, "You're in."

Lulu Delacre has written and illustrated many books, including *Golden Tales* and *The Bossy Gallito*. Some of her books have won awards. I wanted to sit and talk with this successful writer.

Q: What were you like at school? Were you **talented**?

A: I was a good student at school. Yes, I was talented. I could see things in a way that I could transfer them onto paper. I loved to draw and create.

Q: Were books always special to you? What is your **single** favorite book?

A: In my house, books had their own special room—my father's study. I loved being in that room. If I have to choose, my favorite book is *Voyage to the Center of the Earth* by Jules Verne.

Q: Writing is difficult. Is there a **proper**, or correct, way to write?



A: I don't believe there's a proper way to write a book. I keep a journal. I draw in it. I also write ideas and things that I find interesting. I reread these journals. At times, a book is born out of these ideas.

Q: Being a writer must be fun. What is the most **excitement** you have ever had as a writer?

A: It was when *The Bossy Gallito* won the Pura Belpré Honor for text and illustration.

Q: What was the first story you sold to a publisher? Tell us about that **acceptance**.

A: Many years ago I created two characters—an elephant named Nathan and his mouse friend named Nicholas Alexander. Out of the sketches I made of these characters, a story was born. Then it was accepted and published.

Q: What is the most **useful** thing kids can do to help their writing?

A: Read, read, read. And keep a journal to write whatever comes into your mind.



Reread for Comprehension



Summarize

Author's Purpose

An author writes to entertain, inform, or persuade. As you read, stop and summarize what you have read. Then ask yourself "Why did the author write this information?"

Reread "Talking to Lulu Delacre." As you read, summarize the author's purpose. Use the Author's Purpose Chart to help you.

Clues

↓

Author's Purpose

Comprehension

Genre

An **Autobiography** is the story of a person's life written by that person.



Summarize

Author's Purpose

As you read, use your Author's Purpose Chart.

Clues

↓

Author's Purpose

Read to Find Out

Why does the author decide to write children's stories?



AUTHOR

A TRUE STORY

written and illustrated by
Helen Lester



A LONG TIME AGO there lived a three-year-old author. Me. I was the best grocery-list writer in the world and a huge help to my mother. When I wrote a word I knew exactly what it said.

A cartoon illustration of a young boy with spiky blonde hair, wearing a red tunic over a white shirt and green diamond-patterned leggings. He stands on the left, holding a yellow pencil and looking up at a massive, chaotic pile of papers that reaches above his head. The papers are scattered everywhere, some showing scribbles or words like "FIVE", "MAY", "ALL", and "WAVE". At the base of the paper mountain, two legs in red-and-white striped socks and brown loafers are visible, suggesting someone is sitting or lying under the papers.

Then I went to school and learned to make what they called “real letters.” My writing was the prettiest in the class, with straight straight lines and round round lines. It was perfect. And it was perfectly backwards.

I didn’t just mix up b’s and d’s. That’s easy to do because they look so much alike. My letters started at the right (well, wrong) side of the paper and marched across, pretty as could be—and backwards.



There’s a name for somebody with this problem. I was a “mirror writer.” My teachers had to hold my work up to a mirror to understand what I had written.

Thanks to a lot of help, I was finally able to write in the **proper** direction. But writing stories was so HARD for me!



Often I couldn't come up with a **single** idea, and my stories got stuck in the middle, and I couldn't think of a title, and I had trouble making the changes my teacher wanted me to make, and I lost my pencils, and I wondered why I was doing this, and I got very very VERY frustrated.



Author's Purpose

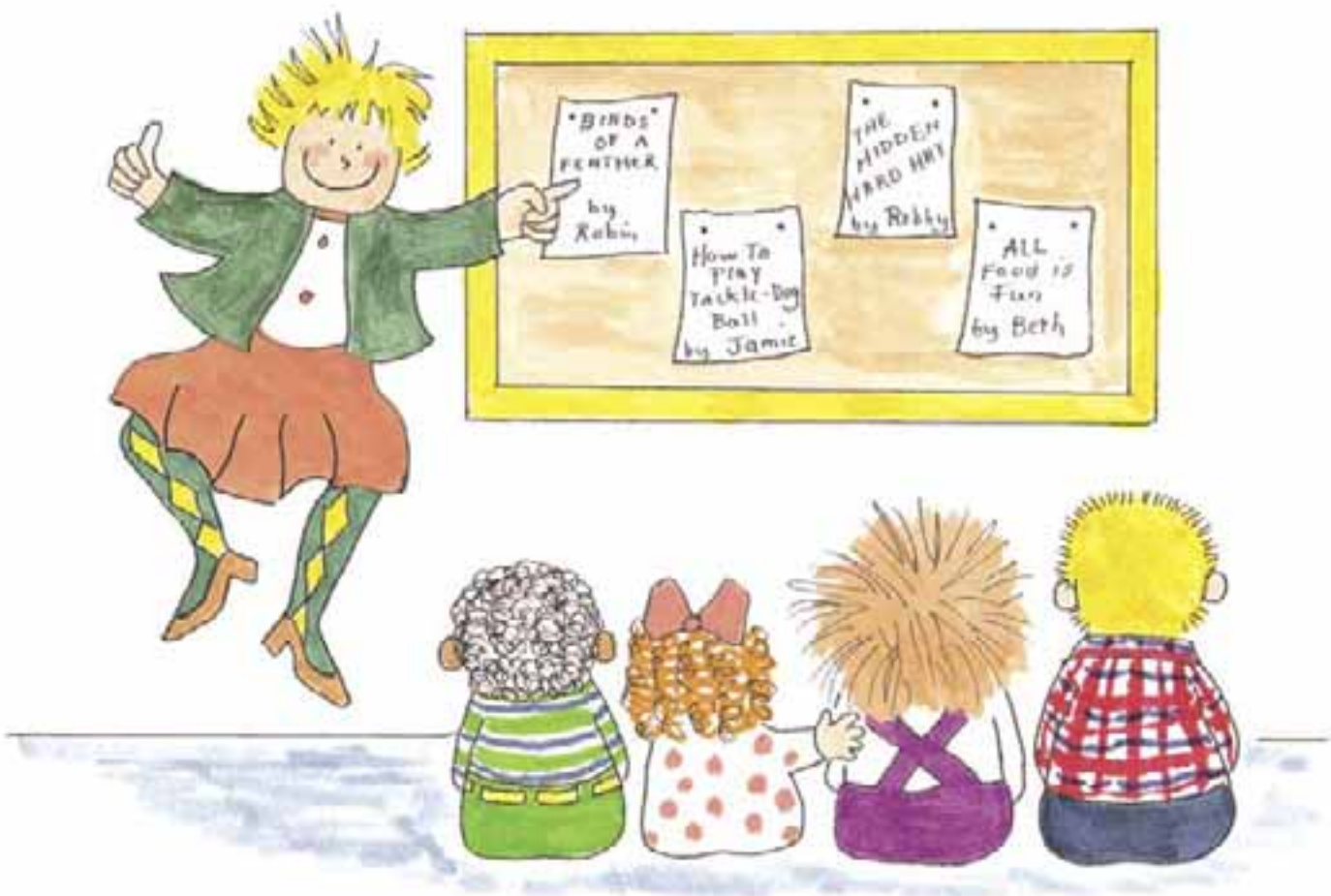
Why does the author explain how she used to write as a child?

So I spent a lot of time dreaming about what I wanted to be when I grew up. Since no one from the circus came looking for me, I became a teacher. I learned that teachers do not live in schools, eating only crackers and milk and sleeping under their desks.

I also learned that teaching was fun and that children have fantastic imaginations. So my favorite subject to teach was—writing!

One day a friend said, “You should write a children’s book.”

And I thought, “I spent ten years in second grade, so I know a child from a chicken. Maybe I should.”

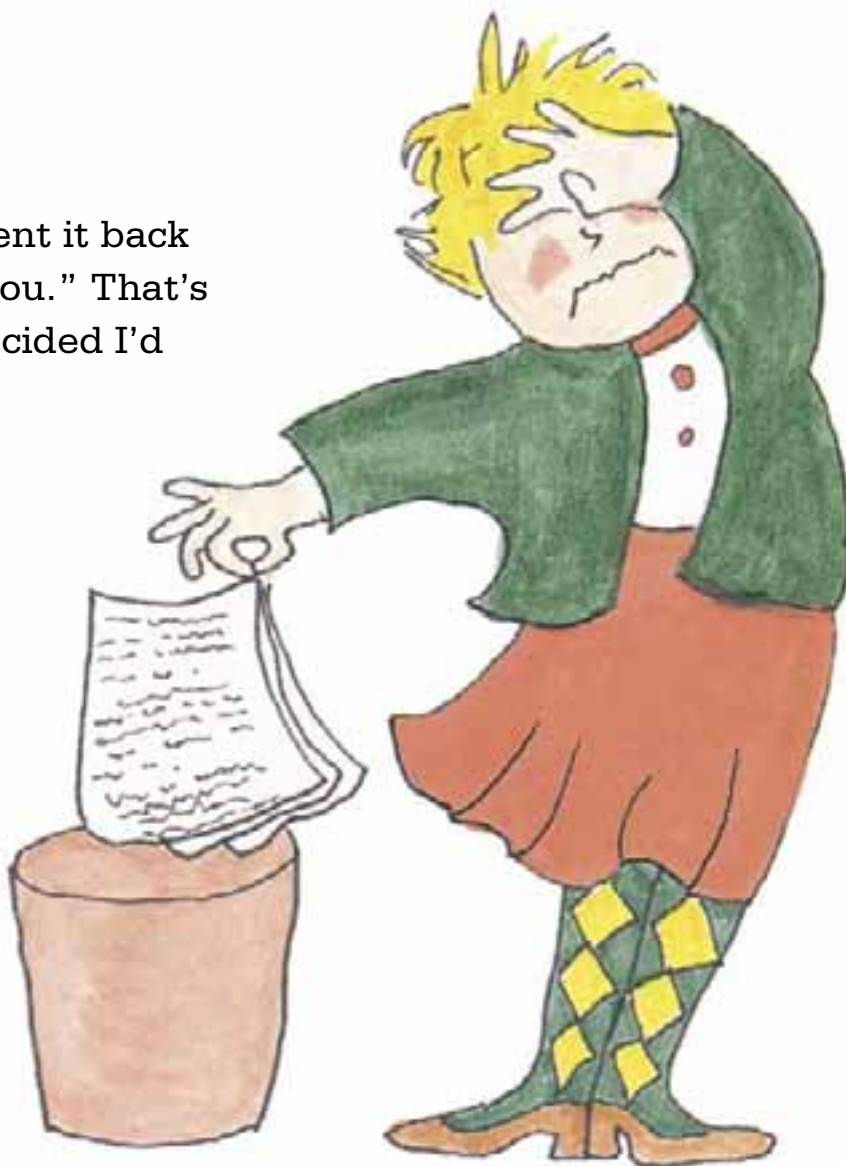


I went right home and wrote a book. It was the best book I had ever written. Of course, it was the only book I had ever written.

I illustrated it with my nicest drawings and proudly sent it to a publisher. "Lucky people," I thought.



The lucky people sent it back and said, "No thank you." That's called a rejection. I decided I'd never write again.





Until the next day, when I felt better. I wrote a second book and sent it to a different publisher. The second publisher sent the book back. “No thank you.” I decided I’d never write again. Until the next day, when I felt better. I wrote another book.

And another.

And another.

And another.

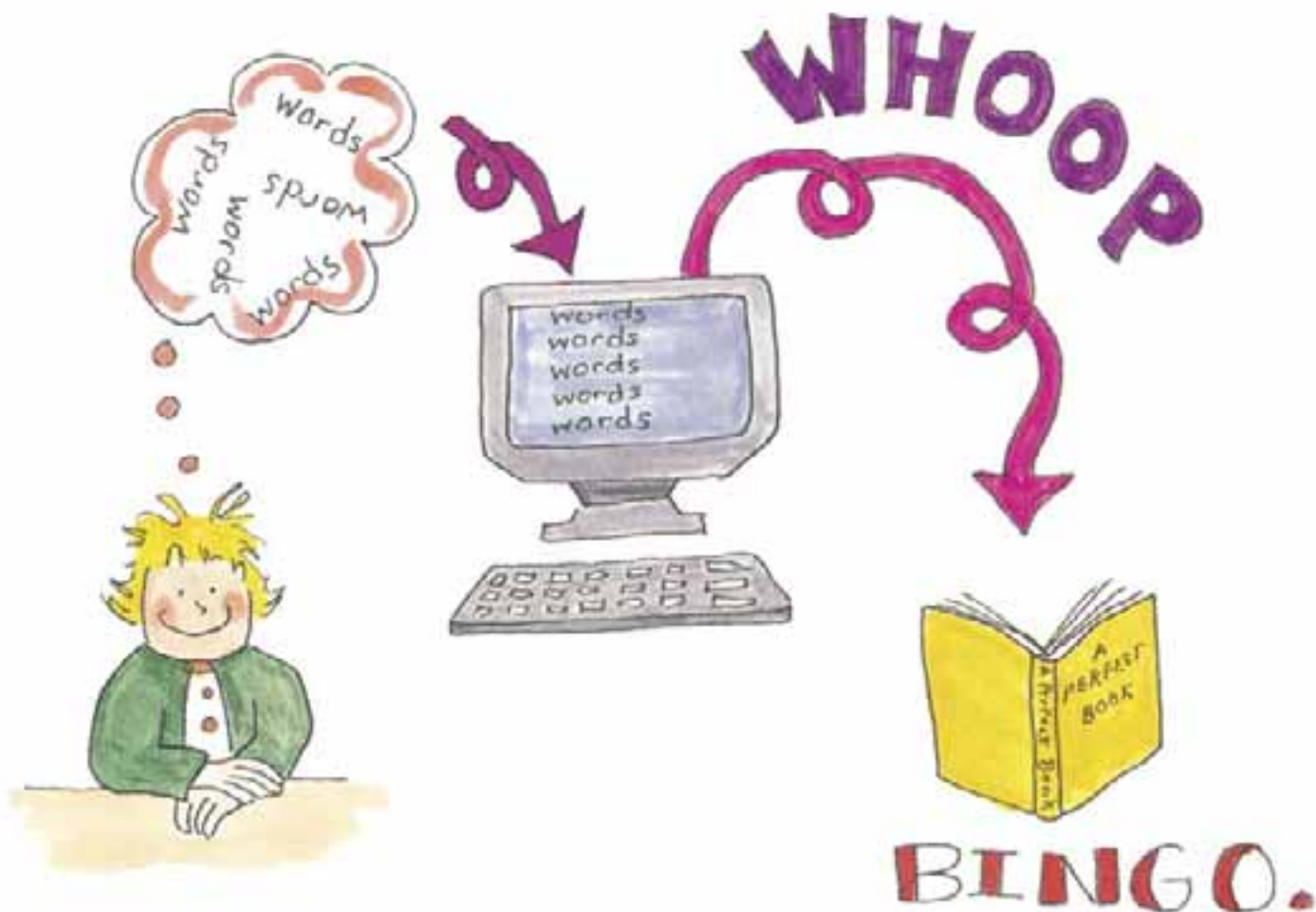
Practice must have helped each story get a little better, for on my seventh try no book came back. Just a “Yes please.” That’s called an **acceptance**.

I was beside myself with joy and **excitement**. I was the first author I had ever met.

I drew the pictures for my first book. And I did the pictures for this book. But usually I work with an illustrator who has been to art school and who can draw bicycles and refrigerators and pigs. This **talented** person draws what I would if I could.

So here I am. An author! And every time I sit down to write, perfect words line up in perfect order and WHOOP—a perfect book pops out of the computer.

Well, not exactly. Sometimes writing stories is so HARD for me! I can't come up with a single idea, and my stories get stuck in the middle, and I can't think of a title, and I have trouble making the changes my editor wants me to make, and I lose my pencils, and I wonder why I'm doing this, and I get very very VERY frustrated.



But that's sometimes. I love it best when ideas are hatching so fast I can barely write them down. I grab the nearest thing to write on and get so excited I forget what I was doing in the first place. The ideas that come in the middle of the night are hard to read the next day.

Not all of the ideas are useful. I keep a whole box full of fizzled thoughts and half-finished books. I call it my Fizzle Box. Whenever I need an idea, I can go to the box and find wonderful things

- just the name I needed!
- a funny word!
- a wise lesson!



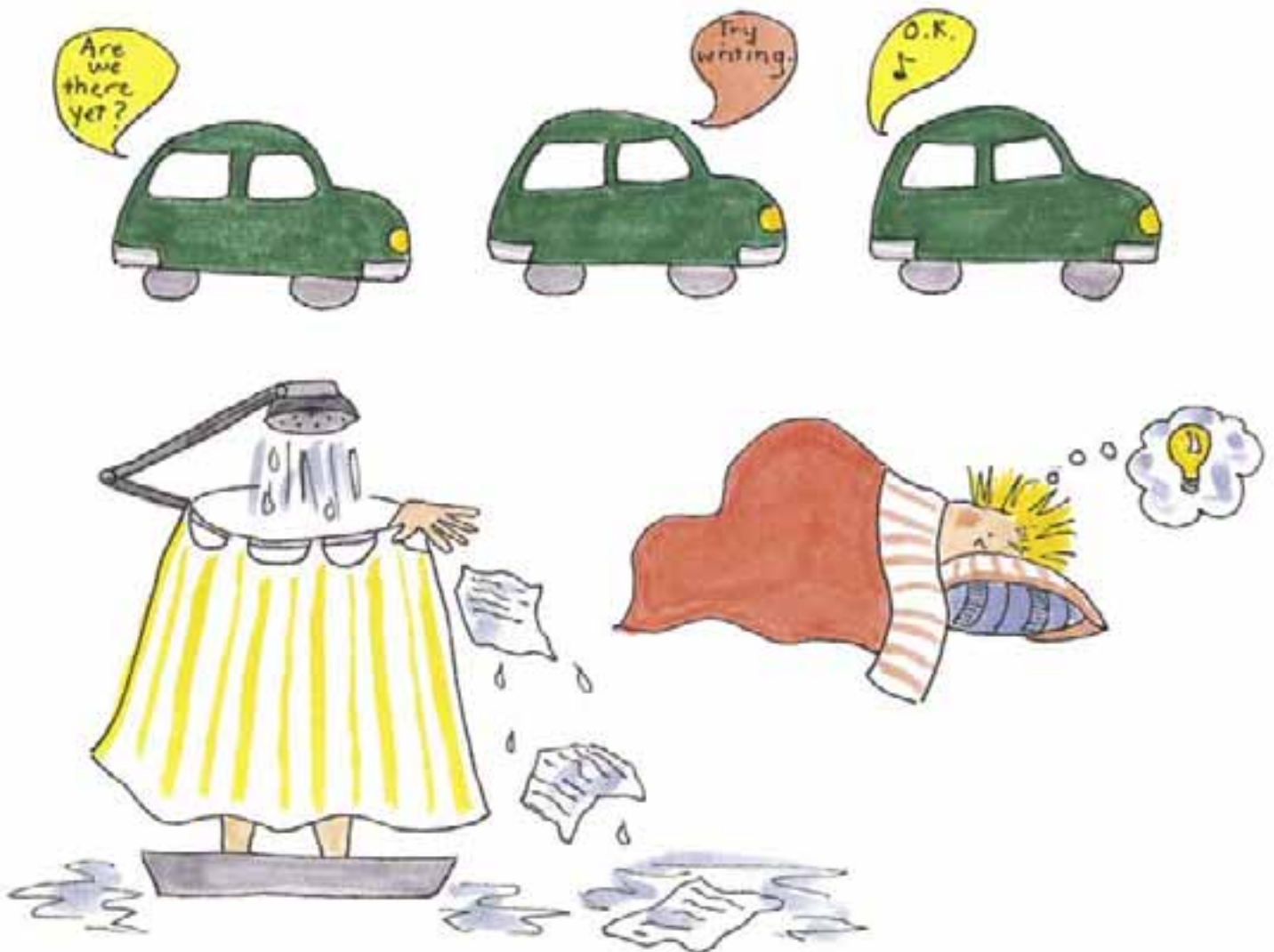
Author's Purpose

How does the author show that writing can be hard, but it can be fun as well?

Usually when I first think a book is finished, it really isn't. I keep going over the story again and again, looking for ways to make it better with little changes here and there. I do this until the book has to be printed. Then it's too late to do anything more!

I used to think that writing had to be done at a special time, while sitting at a desk. But slowly I discovered that I could write anytime. And anywhere. I especially like to write when I'm bored, because then I'm not anymore.

Of course, writing anyTIME anyWHERE sometimes means writing on anyTHING.





Authors are lucky, for they get to meet hundreds of children through letters, school and library visits, and at autographing sessions. I didn't always like autographing books. The first time I autographed, my table was next to the table of a very famous author. I was not a very famous author.

Her line had no end. Mine had no beginning.

I'm glad I didn't join the circus. Even though writing is sometimes hard work, it's what I love to do. I never dreamed I'd become an author. So this is better than a dream come true.



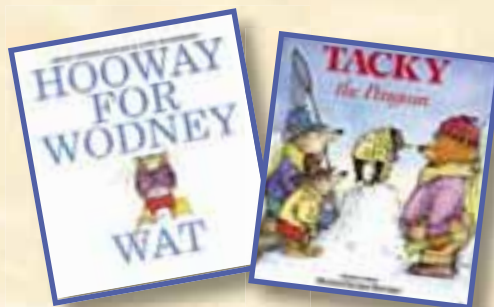
Get CREative

With Helen Lester!

Helen Lester first discovered how much fun writing can be when she was a girl and read her parents' interesting letters. Helen did not think about actually becoming an author until she was a grownup. When she became a mother, Helen read funny books to her children every night. Then she decided to make her own funny books. Helen says that she starts a book whenever a good idea pops into her head. Ideas pop up at really strange times, like when she is at the kitchen sink washing spinach!



Other books by Helen Lester: *Hooway for Wodney Wat* and *Tacky the Penguin*



Find out more about
Helen Lester at
www.macmillanmh.com

Author's Purpose

Helen Lester wrote about her own life. Did she want to inform or entertain or both?





Comprehension Check



Summarize

Use the Author's Purpose Chart to help you summarize *Author: A True Story*. In your summary include reasons why the author became a writer.

Clues

↓

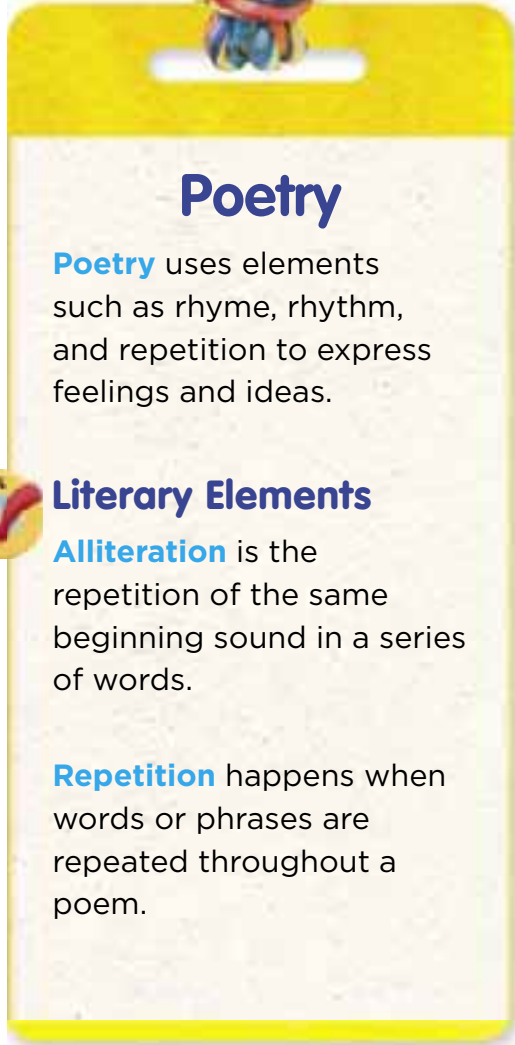
Author's Purpose



Think and Compare

1. Why does the author tell us that writing is hard for her? Use your Author's Purpose Chart to explain. **Summarize: Author's Purpose**
2. Why did the author's friend say that she should write children's books? Use story details in your answer. **Analyze**
3. How would you use the ideas and information in this story to become a successful author? **Apply**
4. What might have happened if the author's stories never gained **acceptance** from publishers? Explain. **Synthesize**
5. Read "Talking to Lulu Delacre" on pages 258–259. How do you think the author of *Author: A True Story* would answer each of these interview questions? In what ways might the two authors' experiences be different? **Reading/Writing Across Texts**





Poetry

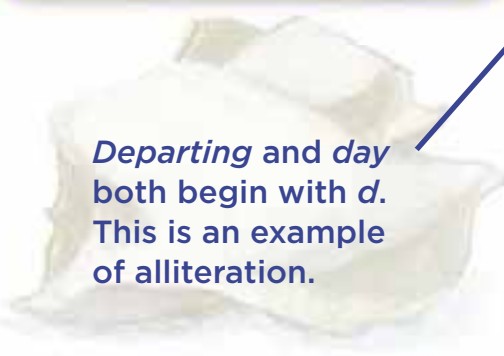
Poetry uses elements such as rhyme, rhythm, and repetition to express feelings and ideas.



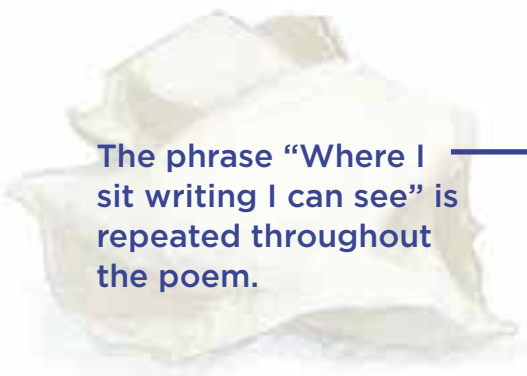
Literary Elements

Alliteration is the repetition of the same beginning sound in a series of words.

Repetition happens when words or phrases are repeated throughout a poem.



Departing and day
both begin with *d*.
This is an example
of alliteration.



The phrase "Where I
sit writing I can see" is
repeated throughout
the poem.

Where I Sit Writing

Where I sit writing I can see
A page, a pen, a line or three
Of scribbled verse; a cup of tea.

A spider's web, a windowpane,
A garden blurred a bit with rain,
A low and leaden sky; a plane.

Where I sit writing I can see
An evening sky, a sodden tree,
A windowpane reflecting ... me.

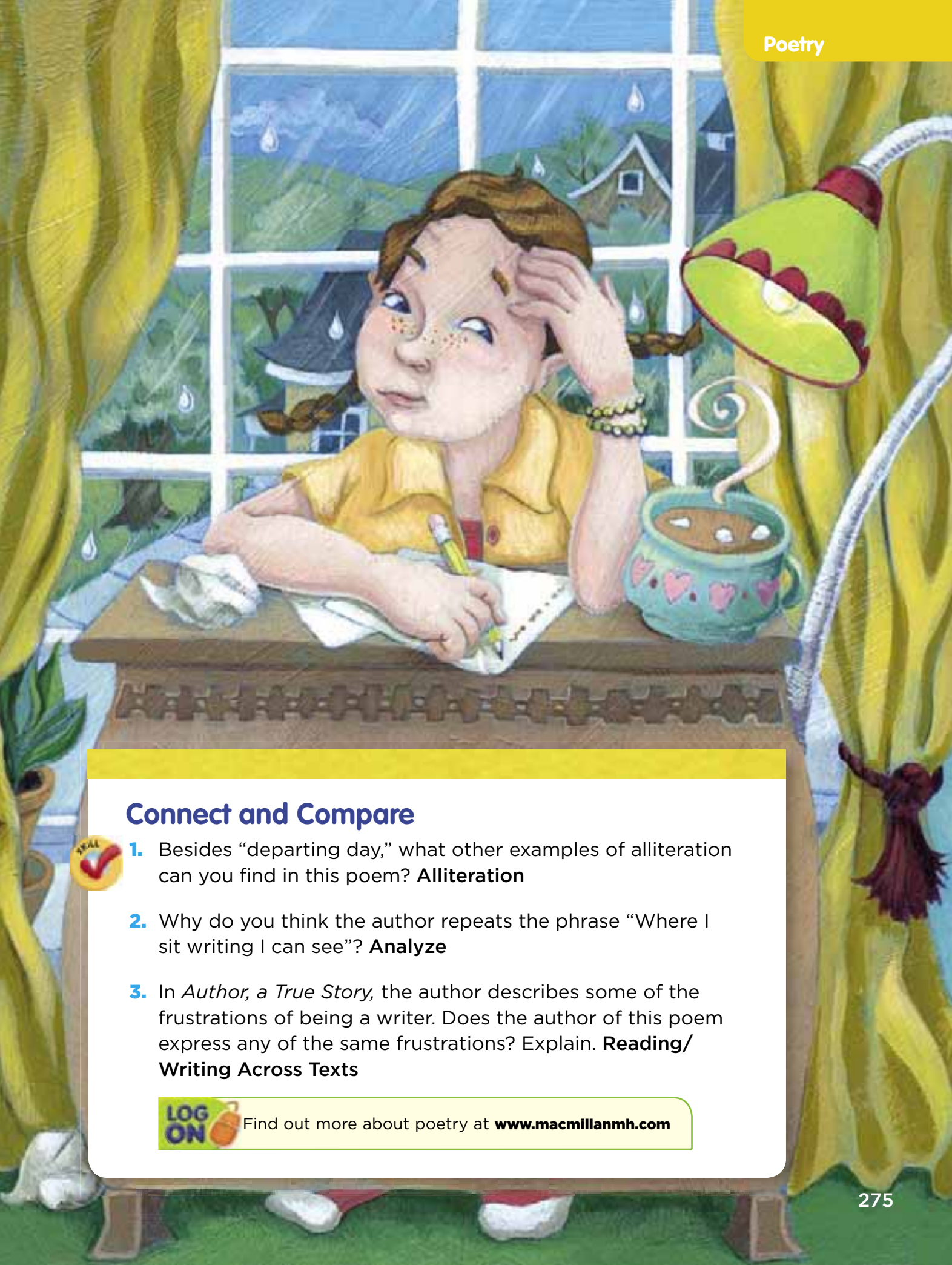
Out in the garden's fading light,
Departing day, approaching night,
He copies every word I write.

Where I sit writing I can see
A hand, a pen, a verse or three;
A distant road; a cup—no tea.

A list of rhymes, some crossings out,
Confusions, choices, doodles, doubt.
No clue to what it's all about.

Where I sit writing I can see
A glowing sky, a darkened tree,
Some sticky tape, a saucer ... me.

— Allan Ahlberg



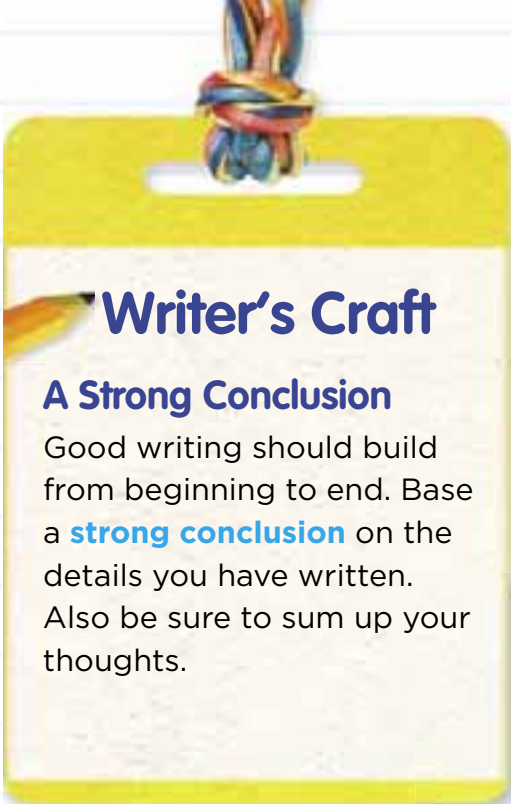
Connect and Compare



1. Besides “departing day,” what other examples of alliteration can you find in this poem? **Alliteration**
2. Why do you think the author repeats the phrase “Where I sit writing I can see”? **Analyze**
3. In *Author, a True Story*, the author describes some of the frustrations of being a writer. Does the author of this poem express any of the same frustrations? Explain. **Reading/Writing Across Texts**



Find out more about poetry at www.macmillanmh.com



Writer's Craft

A Strong Conclusion

Good writing should build from beginning to end. Base a **strong conclusion** on the details you have written. Also be sure to sum up your thoughts.

Write a Book Review

Beezus and Ramona

by Alaina M.

I wanted to tell about my favorite book. I included these details.



I summed up my thoughts here.



My favorite book is Beezus and Ramona by Beverly Cleary. The book is about a nine-year-old girl named Beezus. She has a little sister named Ramona. Beezus tries to look out for her sister, but Ramona is always causing a lot of trouble. The craziest part is when Ramona secretly invites 15 of her four-year-old friends to their house for a party! You will love this book. It is a lot of fun, and it makes you think about how families get along.



Your Turn

Write a review of one of your favorite books. Persuade friends or classmates to read the book. Give the book's title and author. Briefly explain what the book is about and why you like it. End with a strong conclusion. Be sure to use short and long sentences. Use the Writer's Checklist to check your writing.



Writer's Checklist

- ☐ **Ideas and Content:** Does my book review end with a **strong conclusion**?
- ☒ **Organization:** Did I present details about the book in an order that makes sense?
- ☒ **Voice:** Did I show how much I like this book?
- ☒ **Word Choice:** Did I explain my feelings?
- ☒ **Sentence Fluency:** Did I vary the lengths of my sentences?
- ☒ **Conventions:** Did I capitalize the title and underline it? Did I use *and* to combine sentences?

Answer Questions



Test Strategy

Author and Me

The answer is not always directly stated. Connect the clues to figure it out.

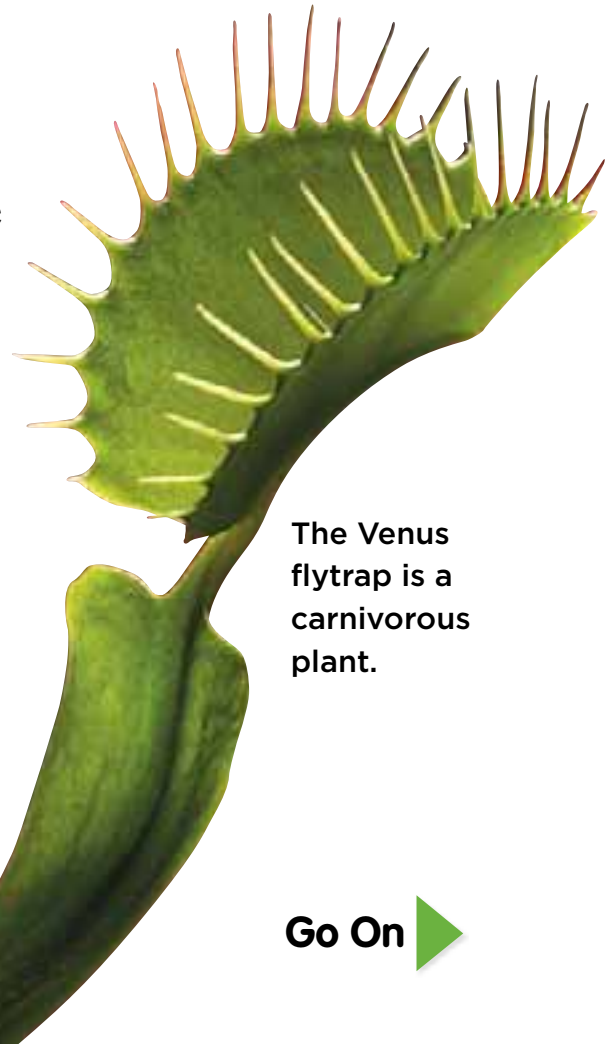


Venus Flytrap: The Plant with Bite!

by Kim Christopher

Imagine a plant that eats living things. What pops into your mind? Do you picture a huge jungle plant with open jaws or a plant that looks like it came from another planet? Think again! The United States is home to an amazing plant that eats live food, and the plant is not as strange as you might think.

You may have seen or heard of this carnivorous, or meat-eating, plant. It is called the Venus flytrap. It grows in very few places, such as wetlands near the coast of North Carolina and South Carolina.



The Venus flytrap is a carnivorous plant.



The Venus flytrap is not a large plant. It grows to be only about a foot tall. You might walk right past it if you weren't looking for it. The plant has white flowers in the spring, but it is the plant's leaves that make it so interesting. The ends of the leaves have folding parts with stiff, tiny hairs. These are the plant's "traps."

What does the Venus flytrap eat? As you might guess, the Venus flytrap eats flies. It also eats ants, spiders, caterpillars, and crickets. The Venus flytrap makes most of its food with sun, air, and water, just like other plants. Live food just gives it extra nutrition to grow well in damp soil.

Just how does this plant trap and eat living things? The Venus flytrap uses a sweet liquid called nectar to attract its food. Bugs are drawn to the nectar. When one lands on one of the plant's open traps, hairs on the surface make the trap shut. Snap! The trap closes, and the bug is dinner!



The Venus flytrap has small white flowers.

Answer Questions



It only takes about a half second for the trap to close!

The bristles along the edges of the trap lace together so the bug cannot get out. Then the trap digests the bug like a tiny stomach! Each trap lasts for a few meals before another takes its place.

If you want to have your own Venus flytrap at home, you have to buy the plant from a nursery. You can't take a Venus flytrap from where it grows! There are laws about taking it out of the wild.

If you are ever near the coast of North or South Carolina, you might spot a Venus flytrap. Maybe you will even see it bite down on a tasty bug. Yum!



Tip

Connect the clues from the passage to choose the best answer.

Directions: Answer the questions.

1. Why would the author write an article about an unusual plant?

- A** to entertain readers
- B** to give information
- C** to tell you to buy one
- D** to get you to go see where it grows

2. Why are there laws to stop you from taking plants that grow in the wild?

- A** to make sure you buy them with money
- B** to keep you from getting hurt
- C** to protect the plants from extinction
- D** to prevent you from getting sick

3. The author says that Venus flytraps are amazing plants. What word is an antonym, or the opposite, of *amazing*?

- | | |
|--------------------|---------------------|
| A exciting | C remarkable |
| B confusing | D boring |

4. How does the Venus flytrap catch and digest its food?

5. How is the Venus flytrap different from other plants you have seen? In what ways is it the same? Use details from the selection to support your answer.

Writing Prompt

Some people want to stop laws that protect plants and animals found in the wild. Do you agree? Write a letter to a newspaper explaining how you feel. Include facts to support your ideas.



Tip

Connect the clues from the passage to choose the best answer.

Directions: Answer the questions.

1. Why would the author write an article about an unusual plant?

- A** to entertain readers
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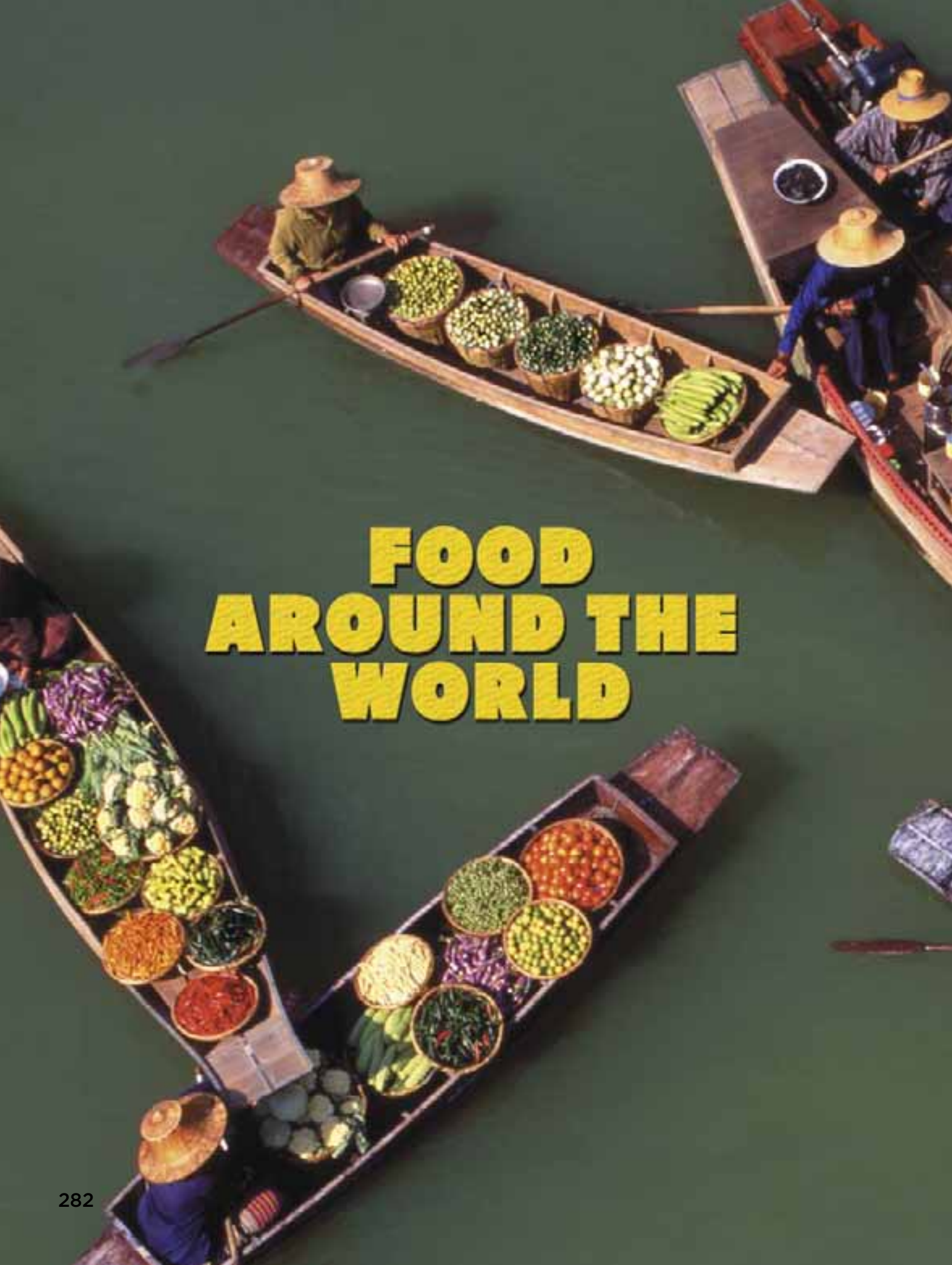
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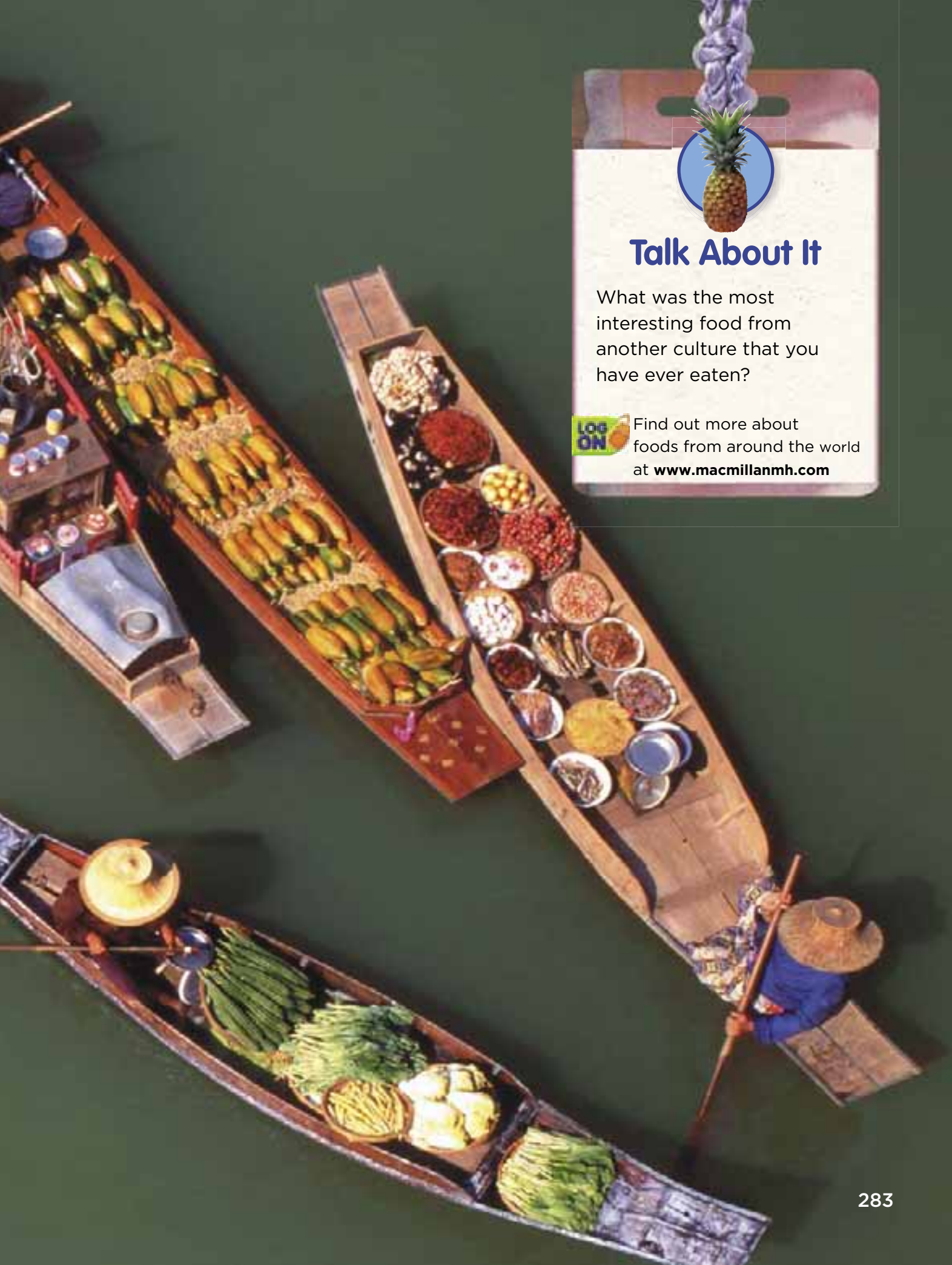
Writing Prompt

Some people want to stop laws that protect plants and animals found in the wild. Do you agree? Write a letter to a newspaper explaining how you feel. Include facts to support your ideas.





FOOD AROUND THE WORLD



Talk About It

What was the most interesting food from another culture that you have ever eaten?



Find out more about foods from around the world at www.macmillanmh.com

Vocabulary

guests	curiosity
banquet	gaze
agreeable	untrusting

Synonyms

A **Synonym** is a word that has the same, or nearly the same, meaning as another word. The words *banquet* and *feast* both mean “a large meal for many people.”

Family Feast

by Arthur Stam



It was time for our end-of-year class party, and everyone was having trouble coming up with good ideas, including me.

“How about a carnival with games and cotton candy?” said Penny.

“I know!” said Megan. “A talent show with prizes and pizza!”

“Those are great ideas,” said Mr. Ortiz. “What do you think about inviting our families to be **guests** at a foods-of-the-world festival? We can each bring our family’s favorite dish. All of that food will make a lovely **banquet**.”

The class liked the idea and seemed **agreeable** to it. I couldn’t wait to see what dishes would arrive on the day of our party!



"My family loves Italian food," said Sophia on the morning of the party. "I brought spaghetti and meatballs."

"This is our favorite," said Sam. "It's lamb curry from India."

"Wait until you taste my Mexican tamales," said Elena.

I looked at all the strange dishes with great **curiosity**. Mr. Ortiz watched me **gaze** at each dish. He thought I was **untrusting**. "I can't wait to try some of these foods, Mr. Ortiz," I said.

I tried chicken stew from Kenya, German sausages, Greek salad, and more. All of it was delicious!

Not only did I eat a world of food, I met a world of families, too. We all did. What a day!



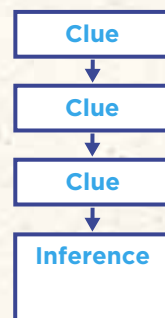
Reread for Comprehension

Visualize

Make Inferences

Authors don't always tell you exactly what the character in a story is thinking. You need to use story clues and what you already know to figure it out. This is called making inferences. Visualizing, or picturing, what the author tells you can help you make inferences.

Reread the selection to make inferences about the narrator's opinion of the class party. Use the Inference Map to help you.



Comprehension

Genre

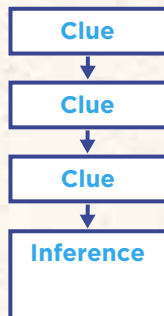
A **Folk Tale** is a story based on the customs and traditions of a people or region, handed down orally from one generation to the next.



Visualize

Make Inferences

As you read, use your Inference Map.



Read to Find Out

What lesson does making stone soup teach the people in the village?



STONE SOUP



retold and
illustrated by
Jon J Muth



THREE MONKS, Hok, Lok, and Siew, traveled along a mountain road. They talked about cat whiskers, the color of the sun, and giving.

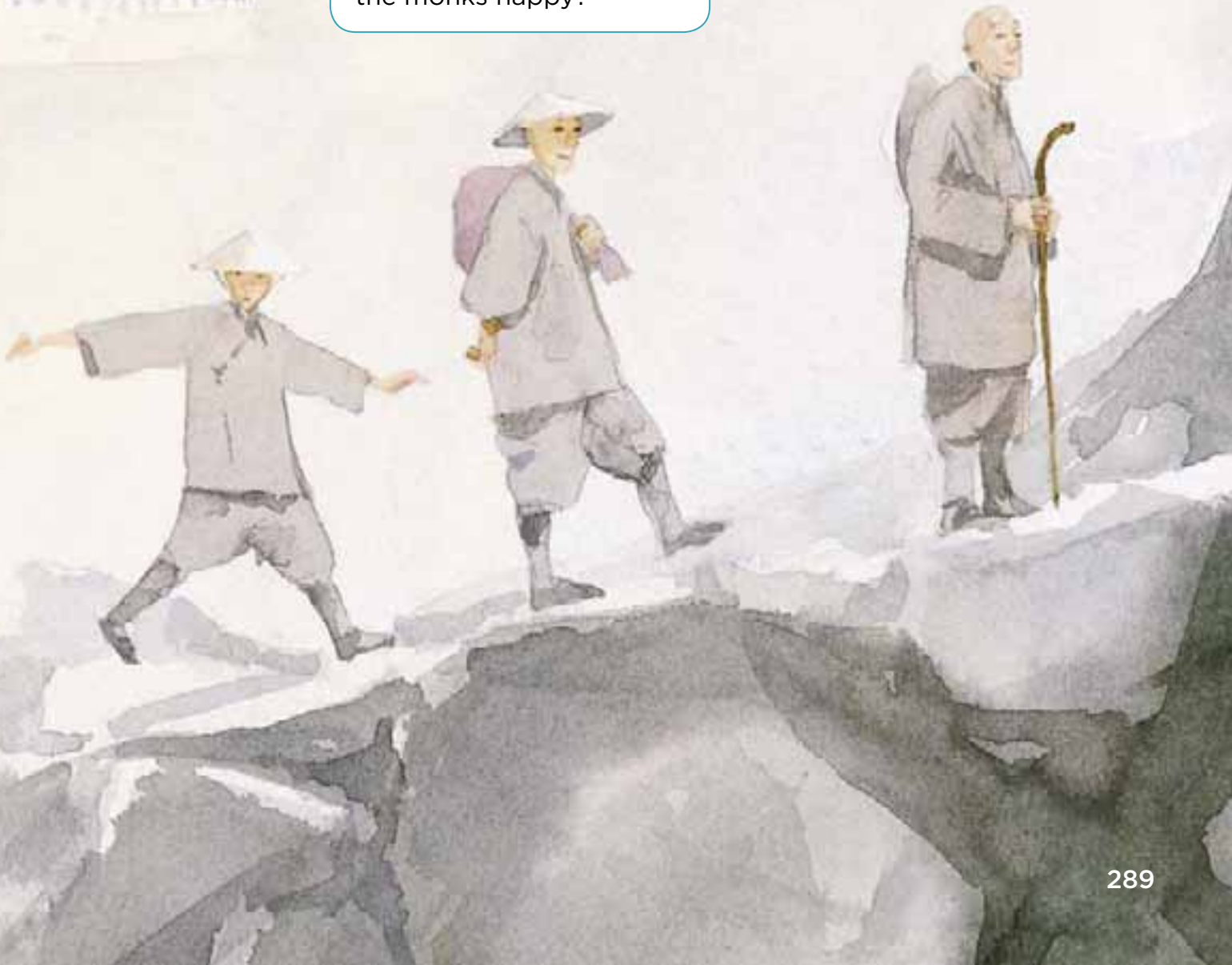
“What makes one happy, Siew?” asked Hok, the youngest monk.

Old Siew, who was the wisest, said, “Let’s find out.”



Make Inferences

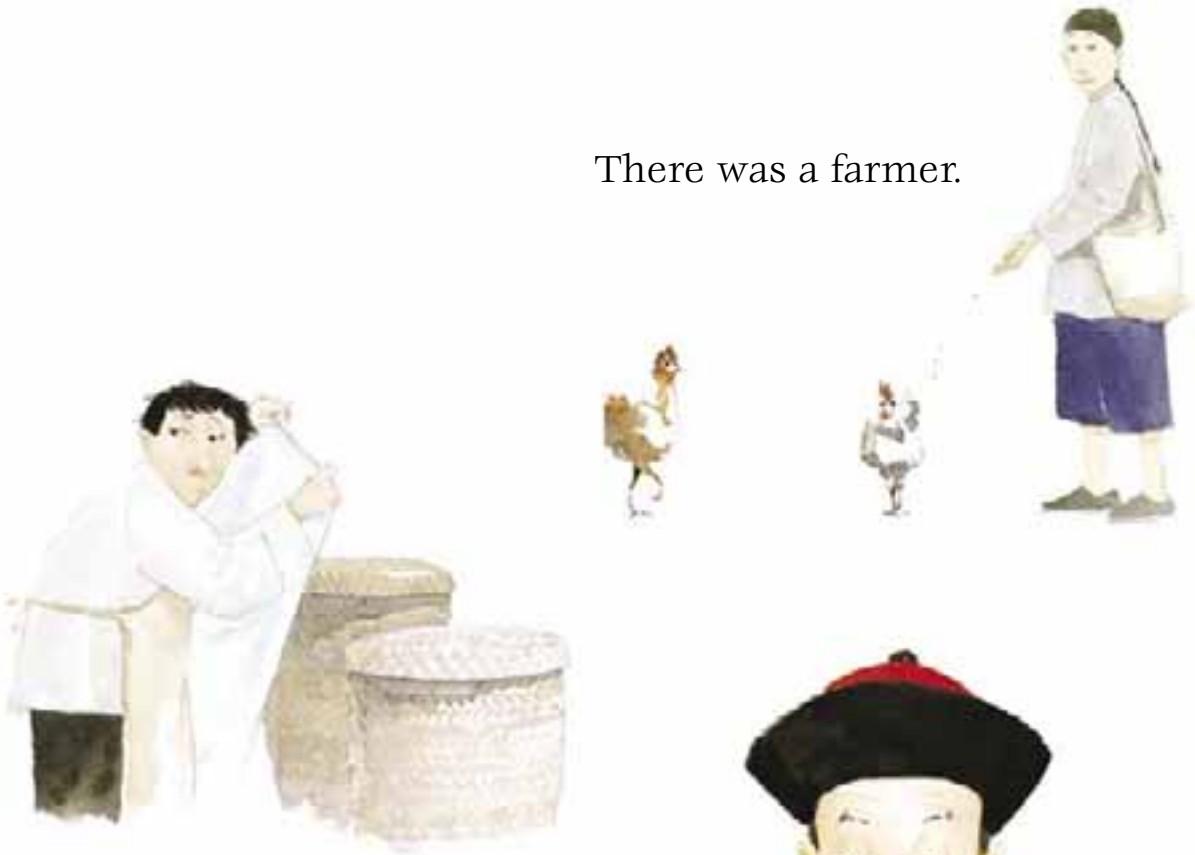
What do you think makes the monks happy?



The sound of a bell brought their **gaze** to the rooftops of a village below. They could not see from so high above that the village had been through many hard times. Famine, floods, and war had made the villagers weary and **untrusting** of strangers. They had even become suspicious of their neighbors.

The villagers worked hard, but only for themselves.

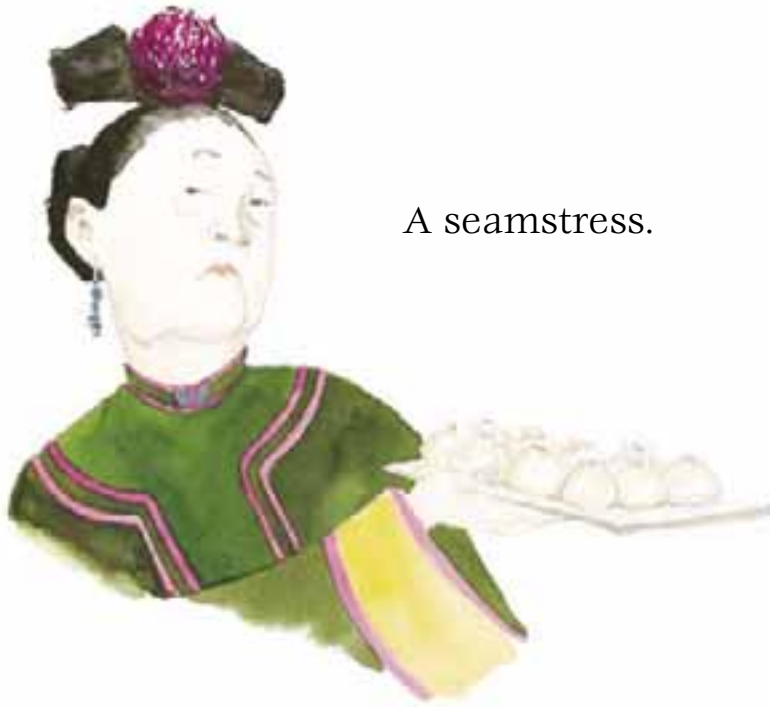
There was a farmer.



A tea merchant.

A scholar.





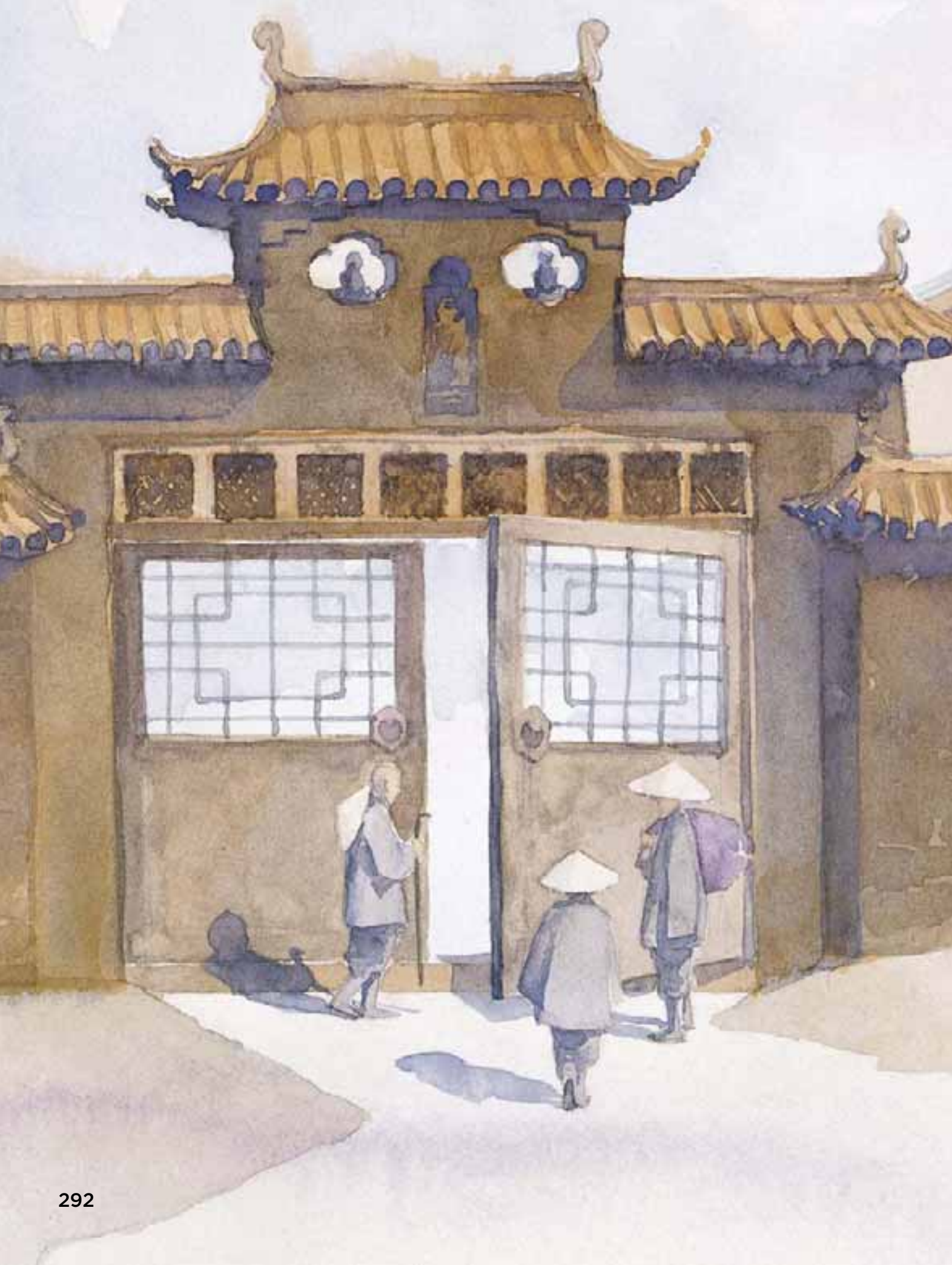
A seamstress.



A doctor.



A carpenter ...
... and many others.
But they had little to do with
one another.



When the monks reached the foot of the mountain, the villagers disappeared into their houses. No one came to the gates to greet them.

And when the people saw them enter the village, they closed their windows tight.

The monks knocked on the door of the first house. There was no answer. Then the house went dark.

They knocked on a second door and the same thing happened.

It happened again and again, from one house to the next.

“These people do not know happiness,” they all agreed.

“But today,” said Siew, his face bright as the moon, “we will show them how to make stone soup.”



Make Inferences

Why do the monks say that the villagers are not happy?



They gathered twigs and branches and made a fire.

They placed a small tin pot on top and filled it with water from the village well.

A brave little girl who had been watching came to them. "What are you doing?" she asked.

"We are gathering twigs," said Lok.

"We are making a fire," said Hok.

"We are making stone soup and we need three round, smooth stones," said Siew.

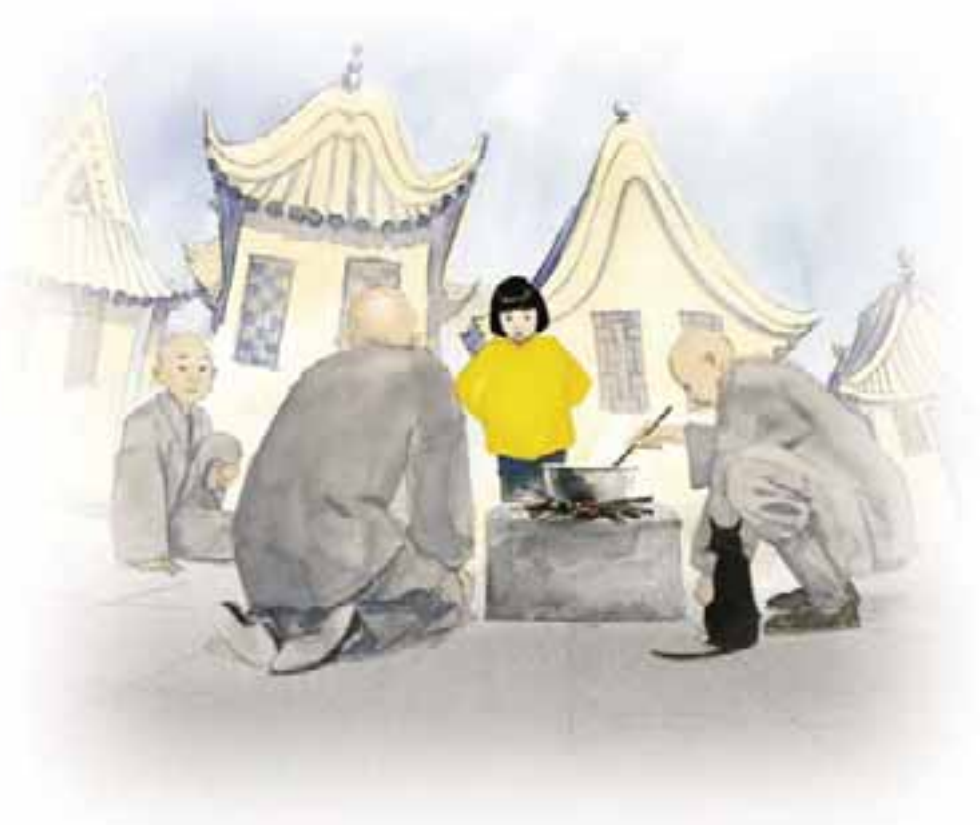




The little girl helped the monks look around the courtyard until they found just the right ones. Then they put them in the water to cook.

"These stones will make excellent soup," said Siew. "But this very small pot won't make much I'm afraid."

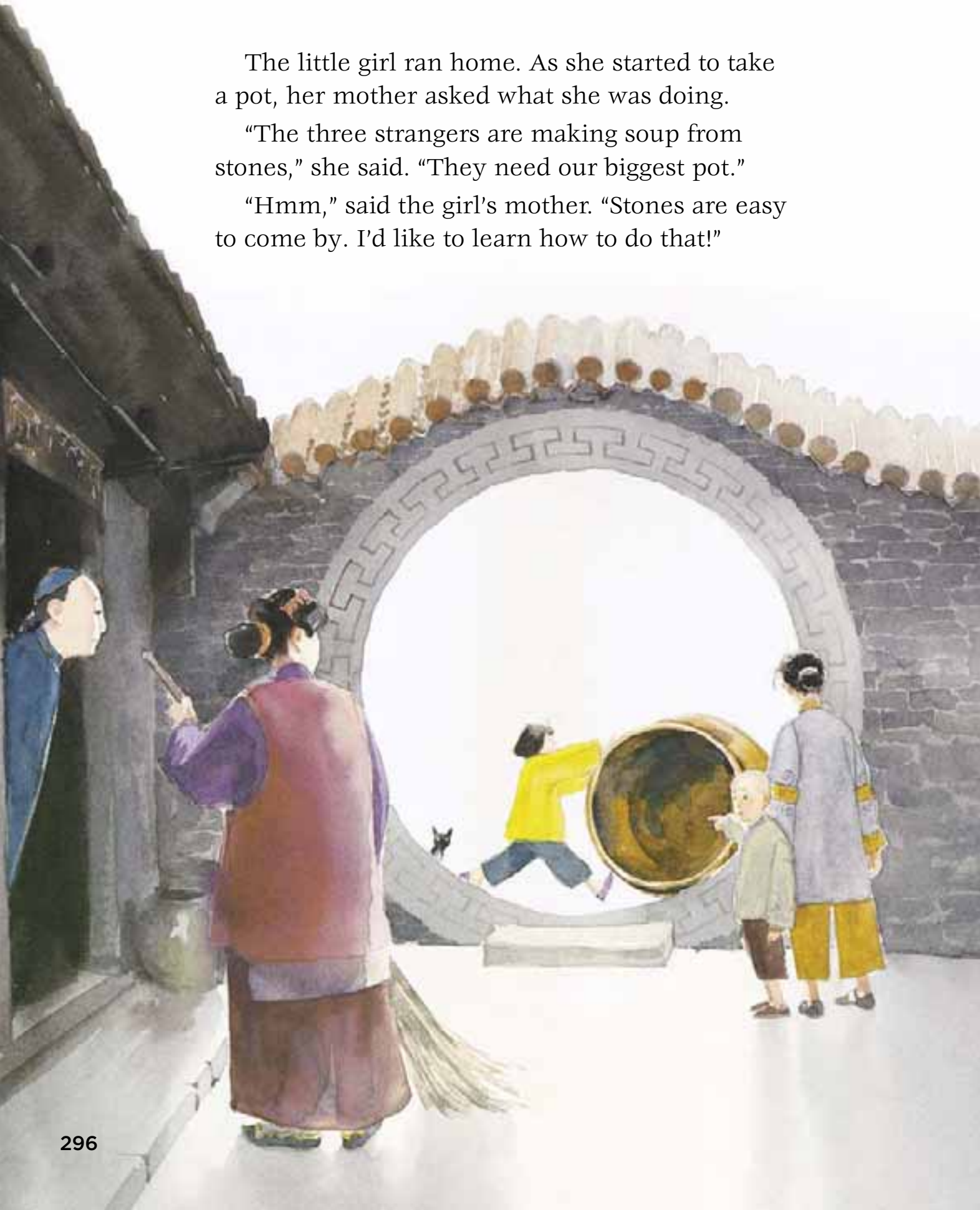
"My mother has a bigger pot," said the girl.



The little girl ran home. As she started to take a pot, her mother asked what she was doing.

"The three strangers are making soup from stones," she said. "They need our biggest pot."

"Hmm," said the girl's mother. "Stones are easy to come by. I'd like to learn how to do that!"





The monks poked the coals. As smoke drifted up, the neighbors peered out from their windows. The fire and the large pot in the middle of the village was a true **curiosity**!

One by one, the people of the village came out to see just what this stone soup was.

“Of course, old-style stone soup should be well seasoned with salt and pepper,” said Hok.

“That is true,” said Lok as he stirred the giant pot filled with water and stones. “But we have none ...”

“I have some salt and pepper!” said the scholar, his eyes big with curiosity. He disappeared and came back with salt and pepper and even a few other spices.

Siew took a taste. “The last time we had soup stones of this size and color, carrots made the broth very sweet.”



“Carrots?” said a woman from the back. “I may have a few carrots! But just a few.” And off she ran. She returned with as many carrots as she could carry and dropped them into the pot.

“Do you think it would be better with onions?” asked Hok.

“Oh, yes, maybe an onion would taste good,” said a farmer, and he hurried off. He returned in a moment with five big onions, and he dropped them into the bubbling soup.

“Now, that’s a fine soup!” he said.

The villagers all nodded their heads, as the smell was very **agreeable**.

“But if only we had some mushrooms,” said Siew, rubbing his chin.



Several villagers licked their lips. A few dashed away and returned with fresh mushrooms, noodles, pea pods, and cabbages.

Something magical began to happen among the villagers. As each person opened their heart to give, the next person gave even more. And as this happened, the soup grew richer and smelled more delicious.

"I imagine the Emperor would suggest we add dumplings!" said one villager.

"And bean curd!" said another.

"What about cloud ear and mung beans and yams?" cried some others.

"And taro root and winter melon and baby corn!" cried other villagers.

"Garlic!" "Ginger Root!" "Soy sauce!" "Lily buds!"

"I have some! I have some!" people cried out. And off they ran, returning with all they could carry.





The monks stirred and the pot bubbled. How good it smelled! How good it would taste! How giving the villagers had become!

At last, the soup was ready. The villagers gathered together. They brought rice and steamed buns. They brought lychee nuts and sweet cakes. They brought tea to drink, and they lit lanterns.

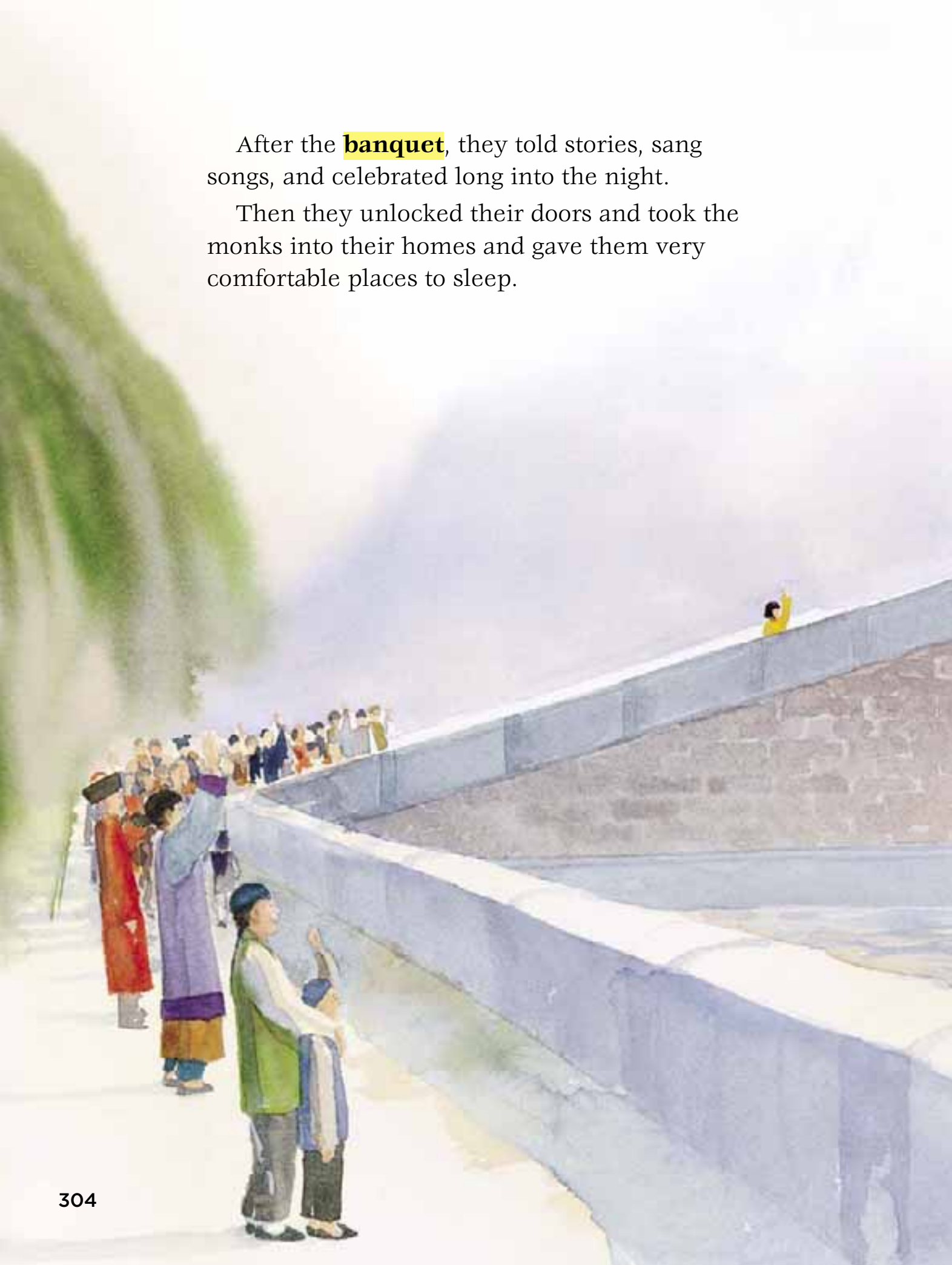


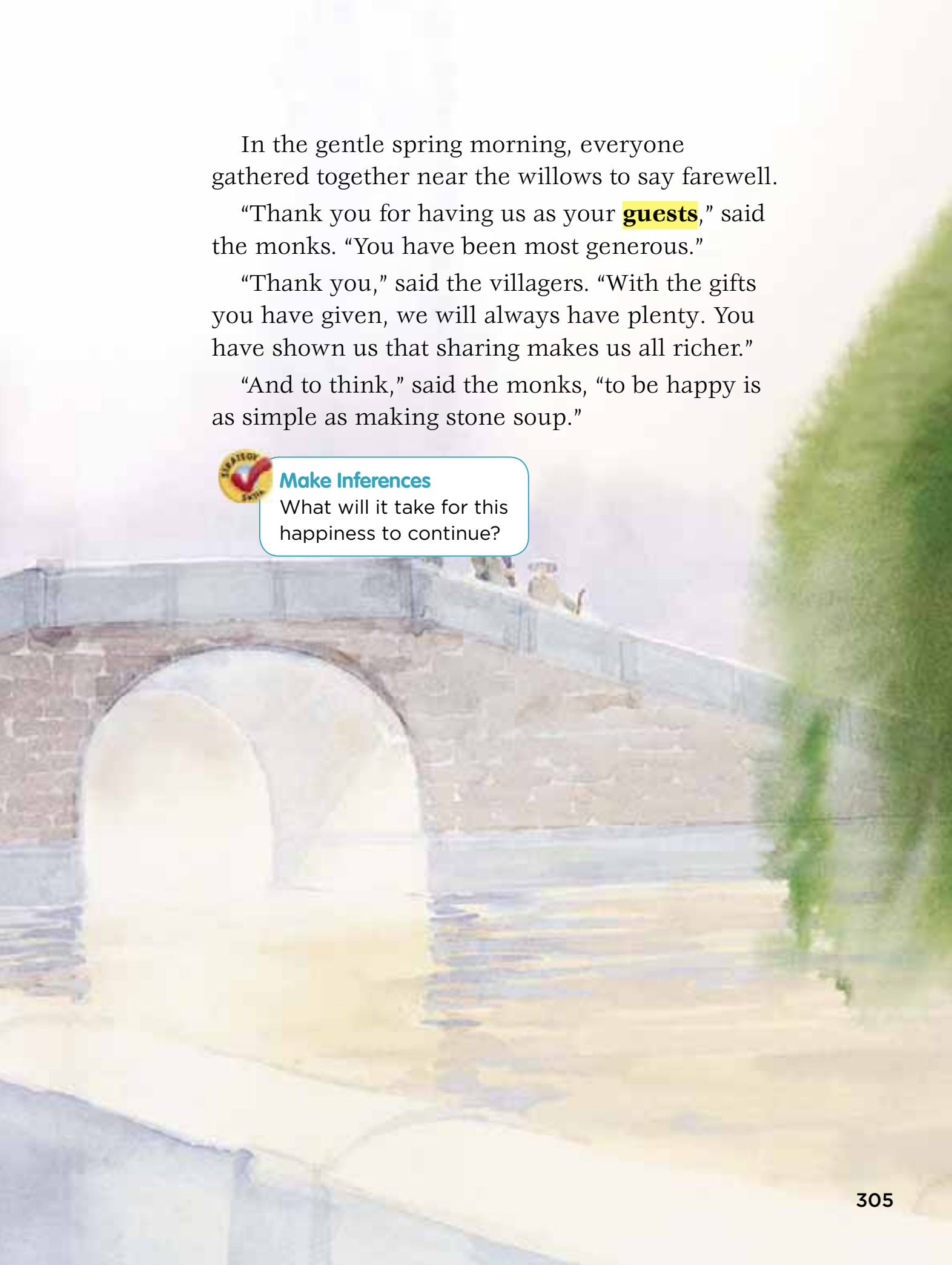
Everyone sat down to eat. They had not been together for a feast like this for as long as anyone could remember.



After the **banquet**, they told stories, sang songs, and celebrated long into the night.

Then they unlocked their doors and took the monks into their homes and gave them very comfortable places to sleep.





In the gentle spring morning, everyone gathered together near the willows to say farewell.

“Thank you for having us as your **guests**,” said the monks. “You have been most generous.”

“Thank you,” said the villagers. “With the gifts you have given, we will always have plenty. You have shown us that sharing makes us all richer.”

“And to think,” said the monks, “to be happy is as simple as making stone soup.”



Make Inferences

What will it take for this happiness to continue?

The Soup on Jon J Muth

Jon J Muth can take old stories and turn them into new ones by setting them in different places. He took an old tale from Europe to write this Chinese story. When Jon was a boy, his mother took him to museums all across the United States. Later, he studied art in Asia and Europe. As Jon illustrates a book, he imagines that he is a boy running around inside the story. Then he can see things the way a child does.



Other books by Jon J Muth: *Come On, Rain!* and *The Three Questions*



Find out more about Jon J Muth at www.macmillanmh.com

Author's Purpose

What clues can you use to figure out Jon J Muth's purpose for writing *Stone Soup*? Did he want to inform or entertain readers?

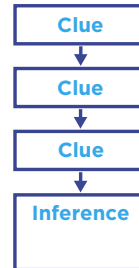


Comprehension Check



Summarize

Summarize what the monks did in *Stone Soup*. Use your Inference Map to help you explain why they wanted to make the soup.



Think and Compare



1. What details in the story show why the monks thought that making stone soup would bring happiness to the **untrusting** villagers? Use your Inference Map to gather clues. **Visualize: Make Inferences**
2. Examine the pictures of the villagers on pages 290–291. What do you notice about their expressions? Why did Jon J Muth draw them this way? **Analyze**
3. What is your opinion about sharing something as part of a group? Explain your answer. **Evaluate**
4. What facts would you choose to show how the world might change if more people shared? Explain your answer. **Apply**
5. Read “Family Feast” on pages 284–285. Compare the class banquet to the village feast in *Stone Soup*. How are they alike? How are they different? Use details from both selections in your answer. **Reading/Writing Across Texts**



Social Studies

Genre

Nonfiction Articles give information about real people, places, or things.



Text Feature

Charts organize related information into categories.

Content Vocabulary

unique

tortillas

hearty

kimchi

chapatis

What's for Lunch?

by **Leonard Mercury**

What will you eat for lunch today? In some countries, lunchtime often means soup time! There are many kinds of **unique**, or different, soups served around the world. Some are as thin and clear as water. Some are as thick as stews. Others are full of noodles!

Soup is just one thing that can be eaten for lunch. What you eat for lunch may be different from the lunch of someone who lives in another country. Let's take a look around the world to see what kids are eating for lunch.



Mexico: Tasting Tortillas

Many children in Mexico eat **tortillas** (tor·TEE·yas) for lunch. Most tortillas are made from ground corn, but sometimes wheat flour is used. Tortillas are usually flat and round, but they can also be made into other shapes. Taco shells are made from corn tortillas and filled with beans or meat. Tasty sauces, called salsas, are often added to tacos. These sauces are made from chopped tomatoes, onions, hot peppers, and spices. Salsas add flavor and vitamins.

Russia: Sipping Soup

Winters in Russia are very cold. Maybe that's why many Russian children eat soup for lunch. Two of their favorites are cabbage soup and beet soup.

Many Russian soups also include potatoes. Potatoes are an important crop in Russia. They make soups thick and **hearty**. Eating thick soups can help keep people warm and can fill them up so hunger is no problem!

School Lunches Around the World



Reading a Chart

Charts organize ideas into columns and rows.

This chart has two headings in the first row: "Country" and "School Lunches." Down the first column, you can read the country names. The second column shows what is eaten in each place.

column Country	School Lunches
Russia	beet or potato soup; wheat or rye bread
Mexico	tortillas with black beans and salsa
India	chapatis with dal
Thailand	rice noodles with tofu, shrimp, and peanuts
South Korea	squid with hot sauce, rice, radish kimchi

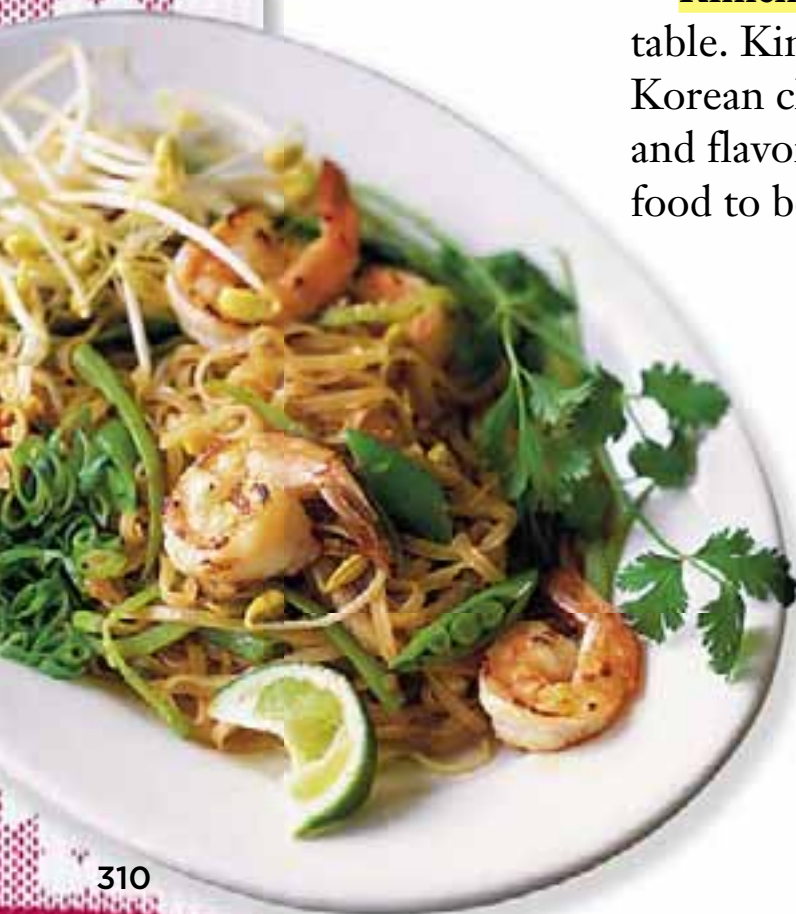
row



South Korea: Passing the Pickles

Meals in Korea are made up of many dishes. No matter what else is served, there is always rice.

Kimchi (KIM·chee) is also always on the table. Kimchi is pickled meat or vegetables. Korean children mix together many dishes and flavors at meals. It's common for their food to be hot and spicy.



Thailand: Eating Noodles at Noon

Lunch in Thailand often includes noodles. There are many ways to serve noodles. One popular dish is made with thin rice noodles, tofu, and shrimp. Another favorite way to eat rice noodles is with meat, vegetables, and thick gravy.



India: Chewing on Chapatis

Many children living in India eat **chapatis** (chuh·PAH·tees) for lunch. Chapatis are made from only two ingredients: wheat flour and water. The flour and water are mixed into dough. The dough is rolled flat and thin. It's cooked on a hot griddle until it puffs up. Then it's held over an open flame.

Some children like dal (dahl) with their chapatis. Dal looks like a very thick soup. It is spicy and delicious!

Connect and Compare



1. Look at the chart on page 309. What kind of soups do children eat for school lunch in Russia? **Reading a Chart**
2. Based on what you know, where in the world would you like to eat lunch? Explain your answer. **Evaluate**
3. Think about this article and *Stone Soup*. What ingredients might people from Russia, Mexico, India, Thailand, and South Korea have brought to put in the soup? **Reading/ Writing Across Texts**



Social Studies Activity

Learn what kids eat for lunch in a country not on the chart, such as Australia, Iran, or Greece. Copy the chart and add your new row of information to it.



Find out more about lunch at www.macmillanmh.com

Write a Journal Entry

Writer's Craft

Word Choice

You can use a thesaurus to strengthen and vary your **word choice**. Using the right words can help you show interest and excitement.



I strengthened and varied my word choices about a meal I had.

I used the same kind of action verbs that I use when I speak.

Dim Sum Sunday

by Jerry S.

October 12, 20--

Today we went to a Chinese restaurant to have dim sum, or dumplings. I have never had dim sum before. A waiter brought out a plate with five little dumplings on it. I looked nervously at the pale dough, but I was starving. I grabbed a fork and tasted one. It was so good! I quickly reached for another, but Dad said we had to share. Just then, the waiter slid five more plates of dim sum onto the table. Whew! There was plenty of delicious food for all of us!



Your Turn

Write a journal entry about an experience you have had with food. It may be about the best meal you have ever eaten. It may be about a special meal that you helped prepare. Be sure to express your individual voice through your word choice in your paragraph. Use the Writer's Checklist to check your writing.



Writer's Checklist

- ☒ **Ideas and Content:** Did I write about something that happened to me?
- ☒ **Organization:** Did I tell the events in order?
- ☒ **Voice:** When I read my writing aloud, does it sound the way I talk?
- ☐ **Word Choice:** Did I vary my **word choice**?
- ☒ **Sentence Fluency:** Did I vary the lengths of my sentences?
- ☒ **Conventions:** Did I use commas correctly in dates and place names? Did I check my spelling?

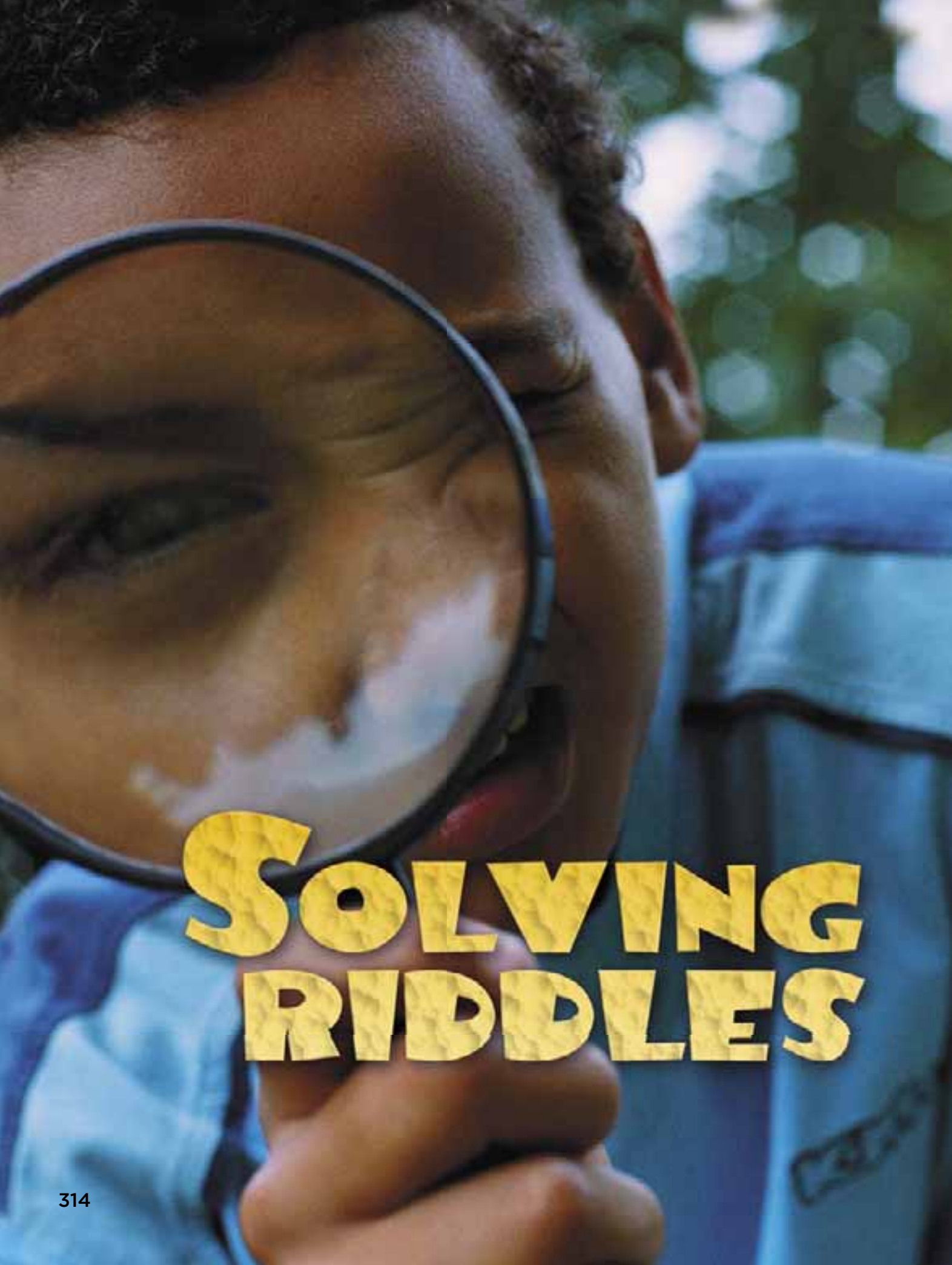
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SOLVING RIDDLES



Talk About It

Riddles are word puzzles.
What was the last riddle
you tried to solve?



Find out more about
solving riddles at

www.macmillanmh.com

Vocabulary

wearily	observed
depart	advised
suitable	discouraged
increase	

Dictionary

Unfamiliar Words can be looked up in a dictionary to find their meanings.

Use a dictionary to find out what the word *suitable* means.



Count On Detective Drake!

by Arthur Stamos

Detective Drake was napping with his feet up on his desk when the phone rang. He yawned and picked it up. “Hello?” he said **wearily**. “I’ll take the case. I will **depart** at once.” Drake grabbed his umbrella, which was **suitable** for the rain outside, and walked out into the noisy city.

The Case

Drake pulled up to the police station. “We’ve been getting unfinished math problems in the mail,” the Chief said. “They’re signed ‘Guessss Who?’ Every day the number of letters **increase**. We keep getting more. They are clogging up the mail room.”

Drake looked at the paper in the Chief's hand. He **observed** one letter's clue:

$$\square + 32 = 51 \text{ Guessss Who?}$$

Gathering Clues

"The word *guess* isn't spelled right," Drake said thoughtfully. "Give me the clues, Chief," he said. "And if someone asks you, say that I've **advised** you not to discuss the case. If you do what I say, I'll get this problem solved quickly."

Drake took the clues and went back to his office. First, he filled in the missing numbers. Then, he wrote the numbers in a notebook:

1 1 5 5 5 8 10 11 11 14 19 20

"Is it a code?" he thought aloud. "Think, Drake, think!" "Maybe it's an alphabet code!" Drake shouted. When he matched the numbers to the letters of the alphabet, this is what he had:

A A E E E H J K K N S T

Case Solved!

"This doesn't add up," he said, disappointed and **discouraged**. He kept moving the letters around. Finally, he had it: JAKE THE SNAKE.

Drake called the Chief. "That snake, Jake, is your man."

"I knew I could *count* on you!" said the Chief.

Reread for Comprehension

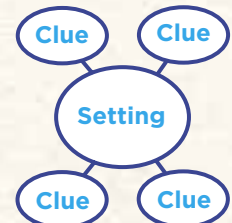


Analyze Story Structure

Plot and Setting

Authors don't always give every detail of a story's plot or the exact setting. Analyze the story structure by using the clues the author does give, plus what you already know, to determine the plot and setting.

A Setting Web helps you identify clues that tell about the setting. Reread the story to find clues.



Comprehension

Genre

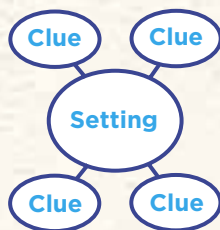
Fairy Tales take place long ago and have imaginary characters and settings.



Analyze Story Structure

Plot and Setting

As you read, use your Setting Web.



Read to Find Out

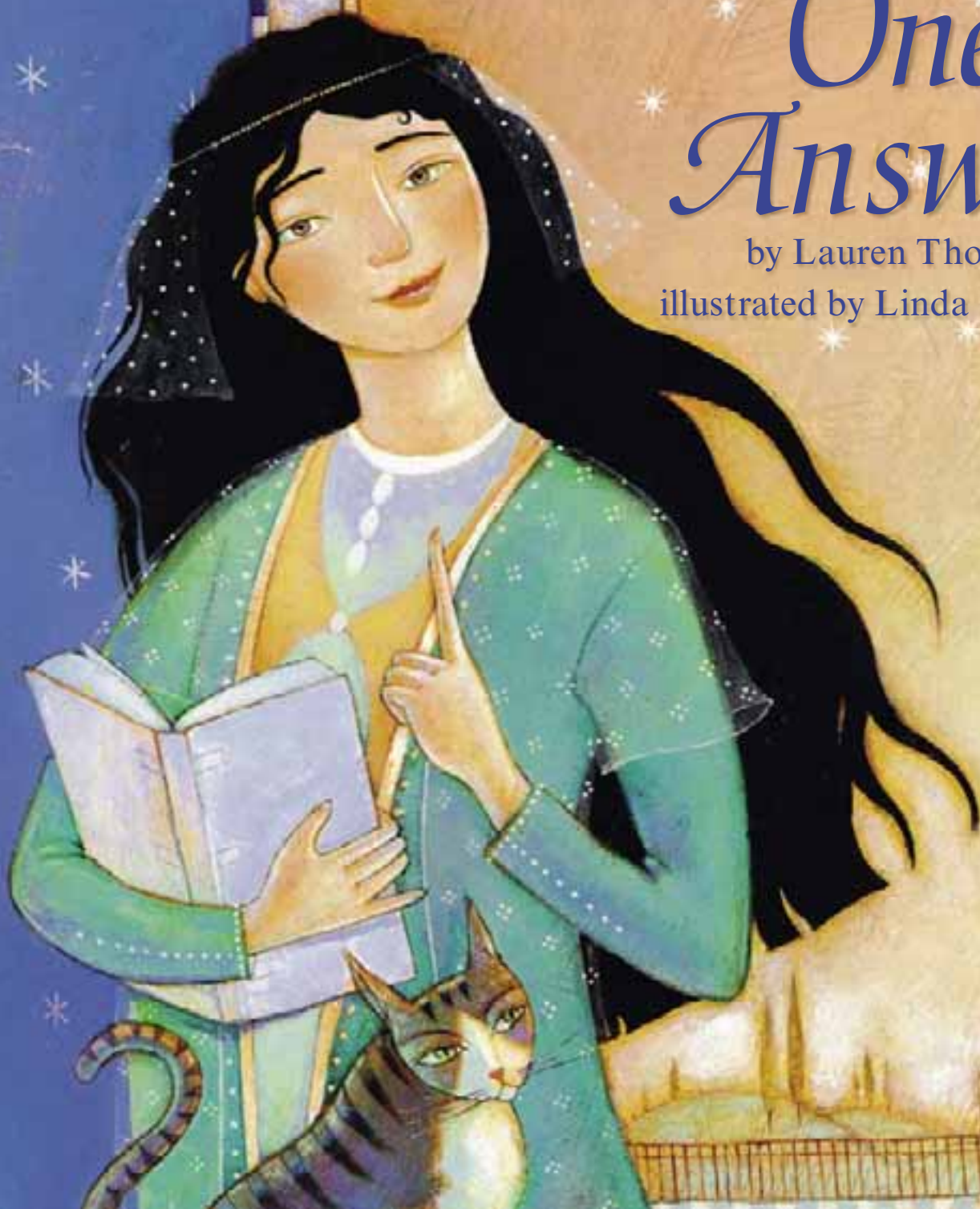
Where in the world does Aziza live?

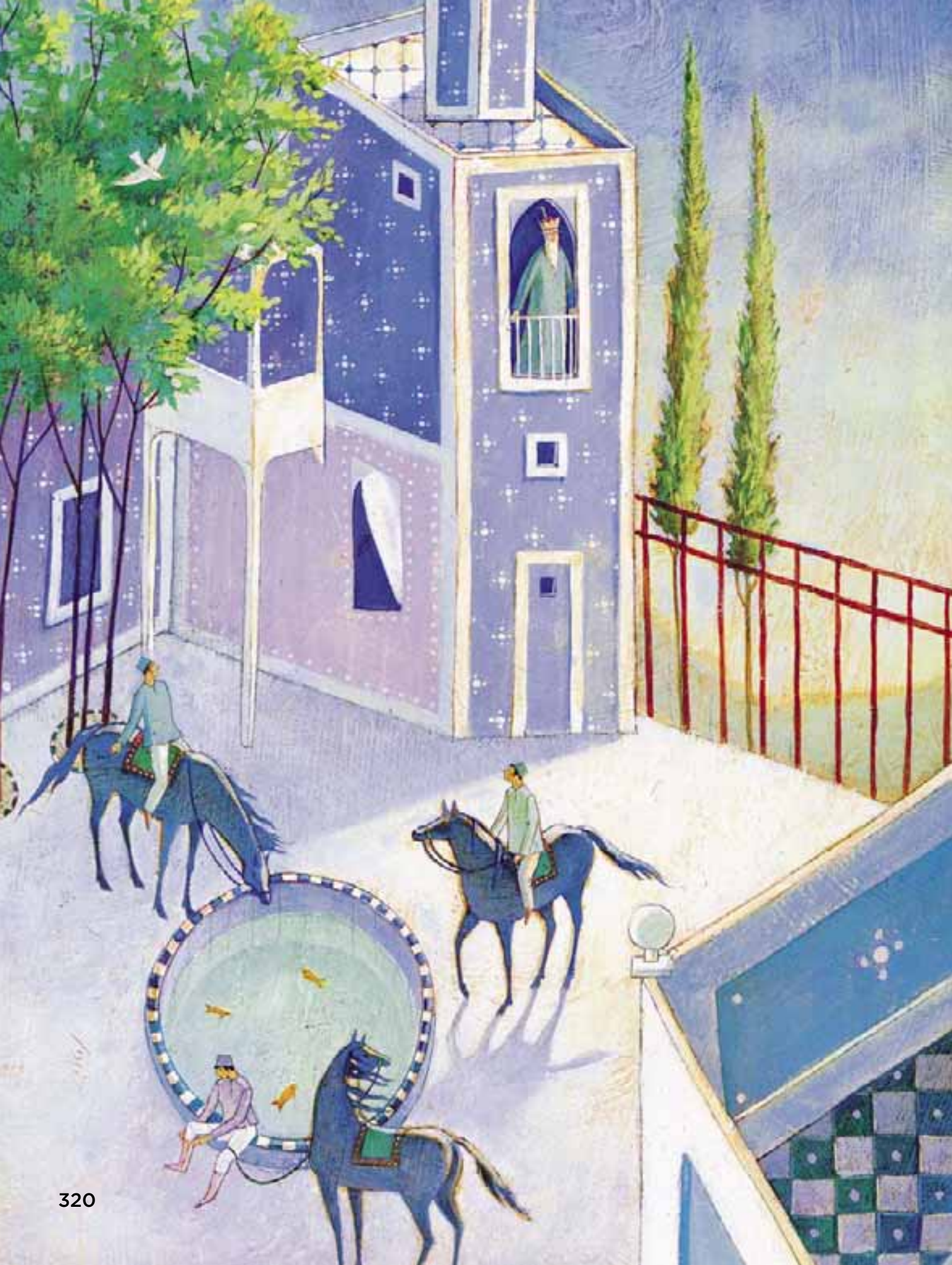


One Riddle, One Answer

by Lauren Thompson

illustrated by Linda S. Wingerter



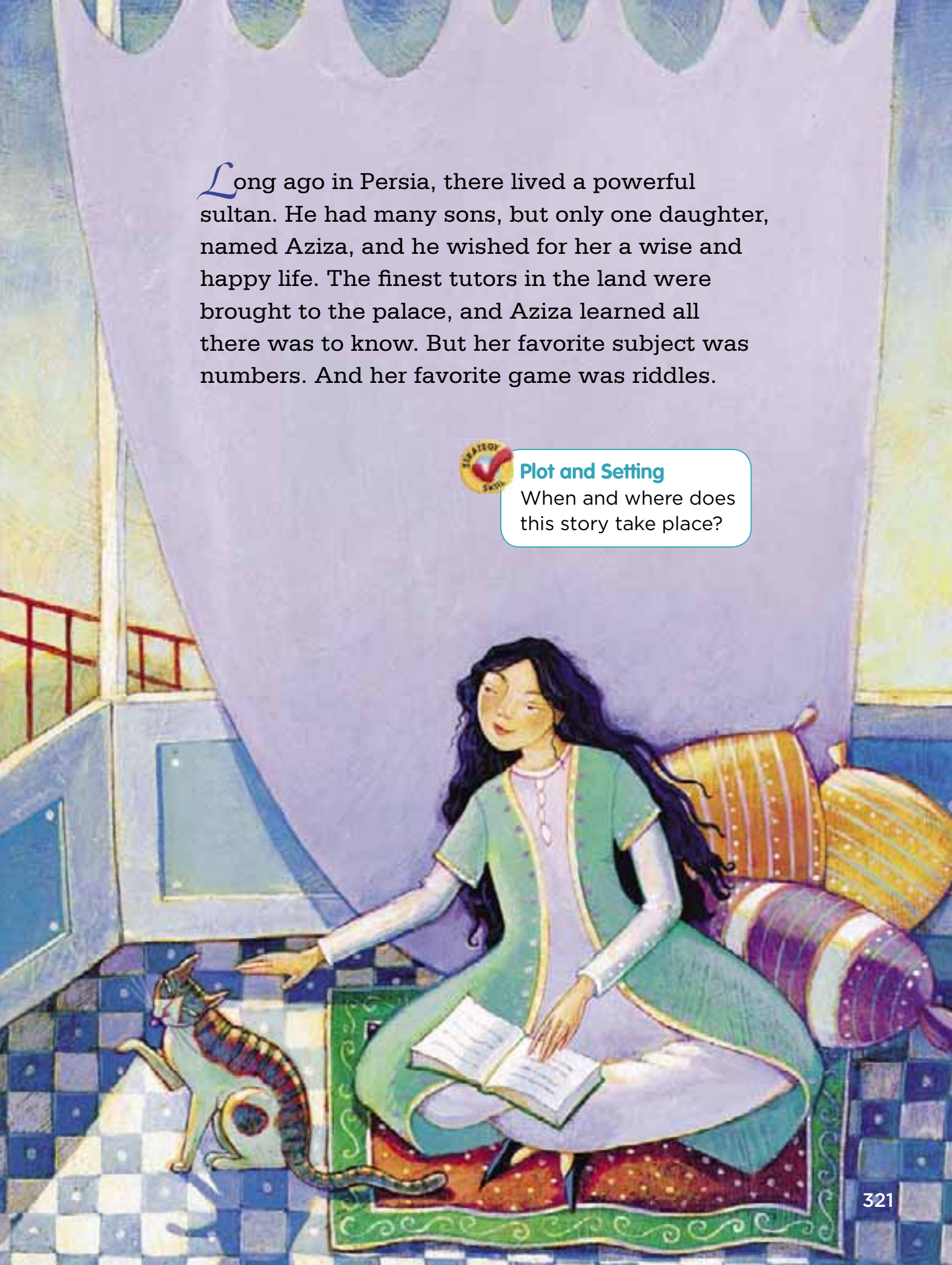


Long ago in Persia, there lived a powerful sultan. He had many sons, but only one daughter, named Aziza, and he wished for her a wise and happy life. The finest tutors in the land were brought to the palace, and Aziza learned all there was to know. But her favorite subject was numbers. And her favorite game was riddles.



Plot and Setting

When and where does this story take place?



The time came for Aziza to marry. The sultan began to seek a **suitable** husband for her.

"Who in the land is most worthy of her hand?" the sultan asked his advisors.

"My eldest son is very handsome, your honor," said one advisor.

"My youngest son is very clever," said another.

It seemed that all of the sultan's advisors had only their own sons to recommend. The sultan was angry.

"You have **advised** enough!" cried the sultan, and he sent his advisors away.

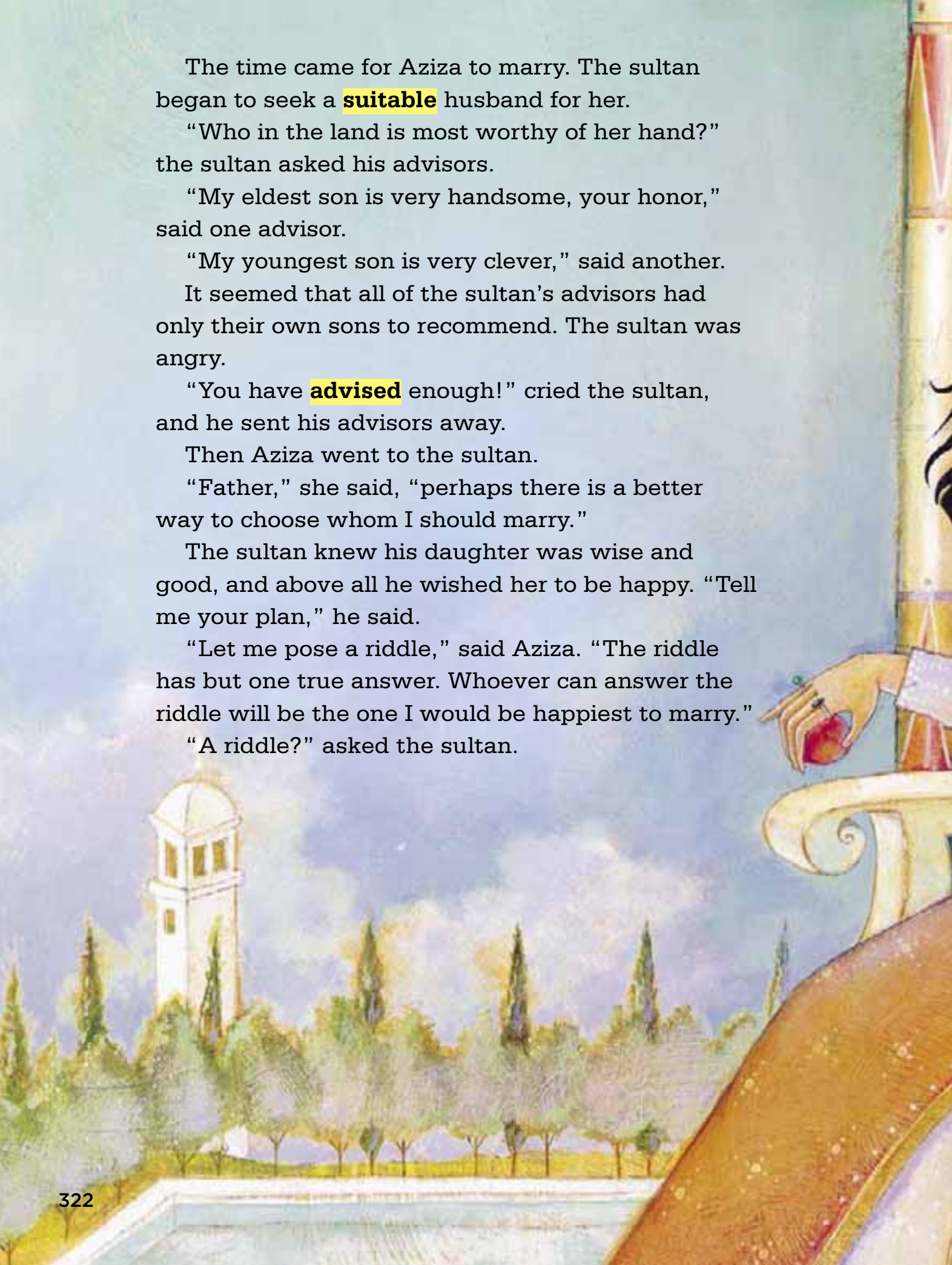
Then Aziza went to the sultan.

"Father," she said, "perhaps there is a better way to choose whom I should marry."

The sultan knew his daughter was wise and good, and above all he wished her to be happy. "Tell me your plan," he said.

"Let me pose a riddle," said Aziza. "The riddle has but one true answer. Whoever can answer the riddle will be the one I would be happiest to marry."

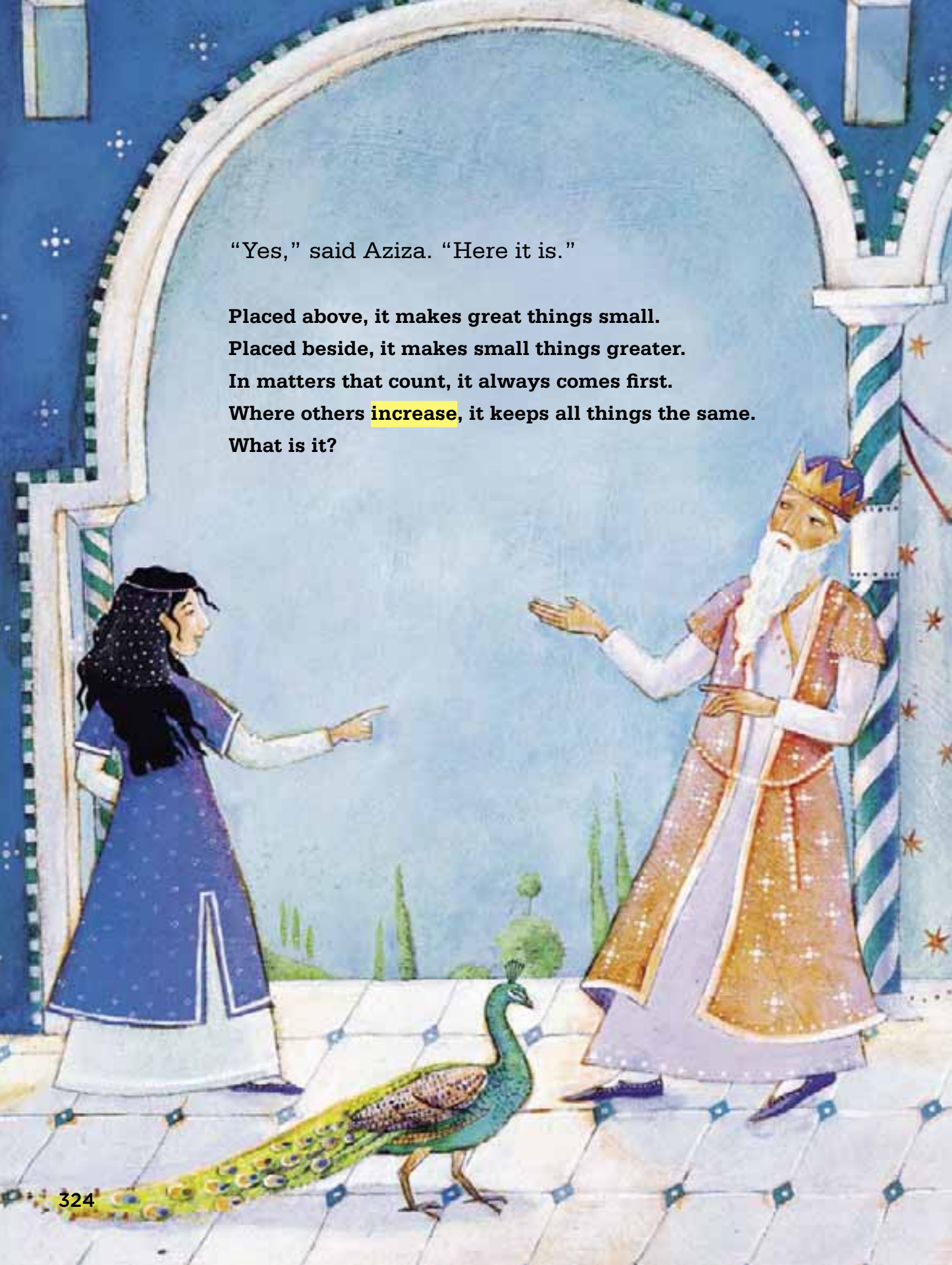
"A riddle?" asked the sultan.

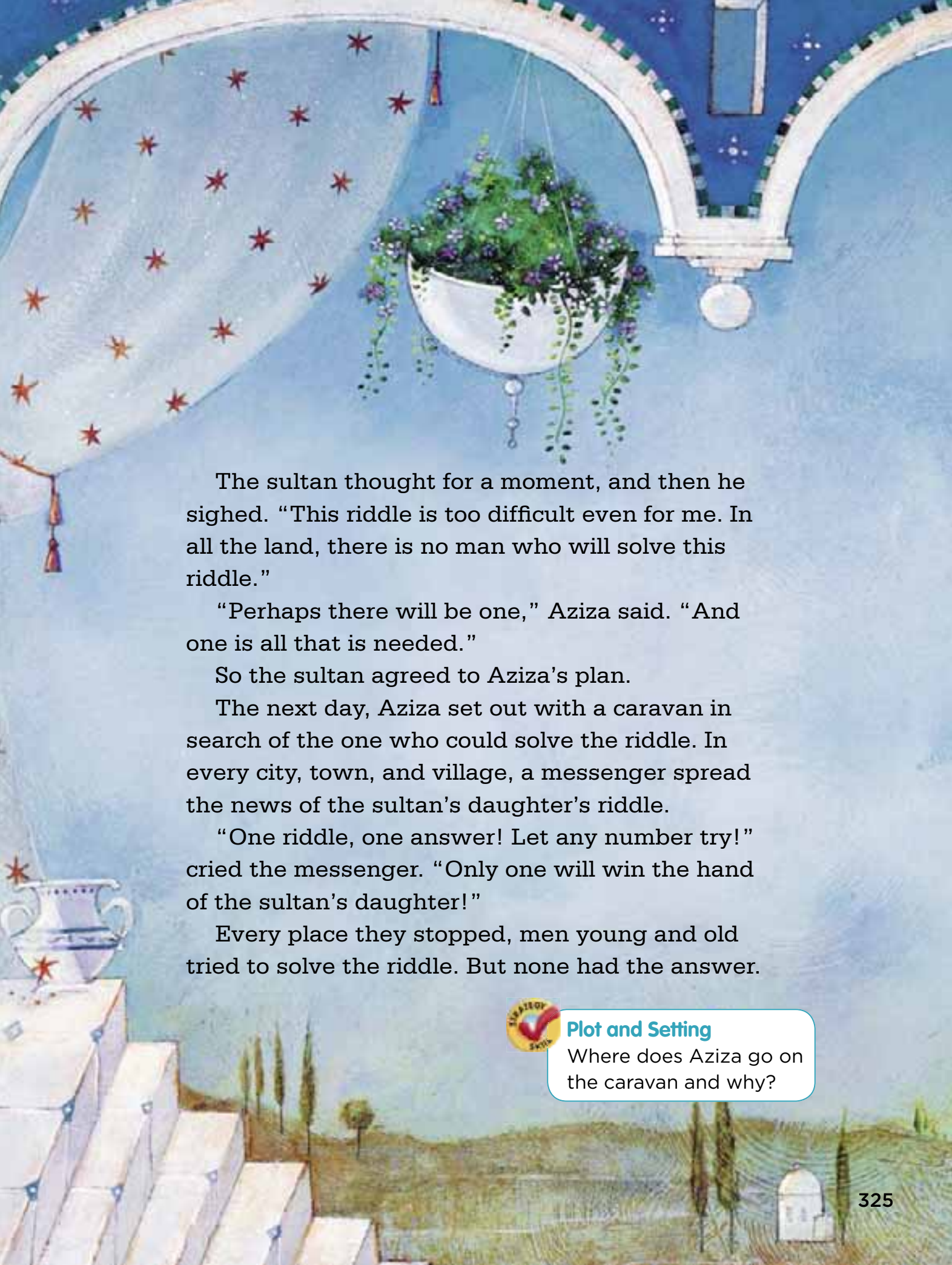




“Yes,” said Aziza. “Here it is.”

**Placed above, it makes great things small.
Placed beside, it makes small things greater.
In matters that count, it always comes first.
Where others **increase**, it keeps all things the same.
What is it?**





The sultan thought for a moment, and then he sighed. "This riddle is too difficult even for me. In all the land, there is no man who will solve this riddle."

"Perhaps there will be one," Aziza said. "And one is all that is needed."

So the sultan agreed to Aziza's plan.

The next day, Aziza set out with a caravan in search of the one who could solve the riddle. In every city, town, and village, a messenger spread the news of the sultan's daughter's riddle.

"One riddle, one answer! Let any number try!" cried the messenger. "Only one will win the hand of the sultan's daughter!"

Every place they stopped, men young and old tried to solve the riddle. But none had the answer.



Plot and Setting

Where does Aziza go on the caravan and why?



In one village, a scholar came before Aziza to announce his answer. He was an astronomer, who studied the movements of the sun, moon, and stars.

"I have **observed** that the answer is the sun," he said with much confidence. "For the riddle speaks of shadows. When the sun is high above us, even the greatest man seems small, as he has only a small shadow. Thus, the answer is the sun."

"A learned answer indeed," said Aziza. "But that is not the right answer to the riddle."

In another town, a soldier came before Aziza with his answer.

"A sword!" he cried, displaying his gleaming saber. "The answer must be a sword. For the riddle speaks of war. And in war, even the smallest man is great in strength with a sword by his side."

"You have given a strong answer," said Aziza. "But that is not the right answer to the riddle."





In another city, a merchant came before Aziza.

"Honored lady," he said sweetly, "your clever riddle has been solved. The riddle speaks of the ways of the world, and the answer, therefore, is money. For as everyone knows, in all matters that count, money always comes first." He smiled at Aziza, sure that he had won her hand.

"Your answer is more clever than my riddle," said Aziza **wearily**. "But your clever answer is wrong."

"May I try another riddle?" asked the merchant.

"No," Aziza said. "One riddle, one answer."

Aziza felt **discouraged**. Perhaps her father was right. Perhaps no one in the land would know the answer to the riddle. She ordered the caravan to return to her father's palace.

Just as the caravan was about to **depart**, a young man came forward. He was a farmer named Ahmed, and he too loved numbers.

"Will you hear one more answer?" Ahmed asked.

"Just one more," Aziza said, sighing.

"The riddle speaks of numbers," he said, "and the answer is the number one. For in a fraction, the number one placed above a large number makes a small number. One hundred is large, but one hundredth is small."





"Yes, it is," said Aziza. "Go on."

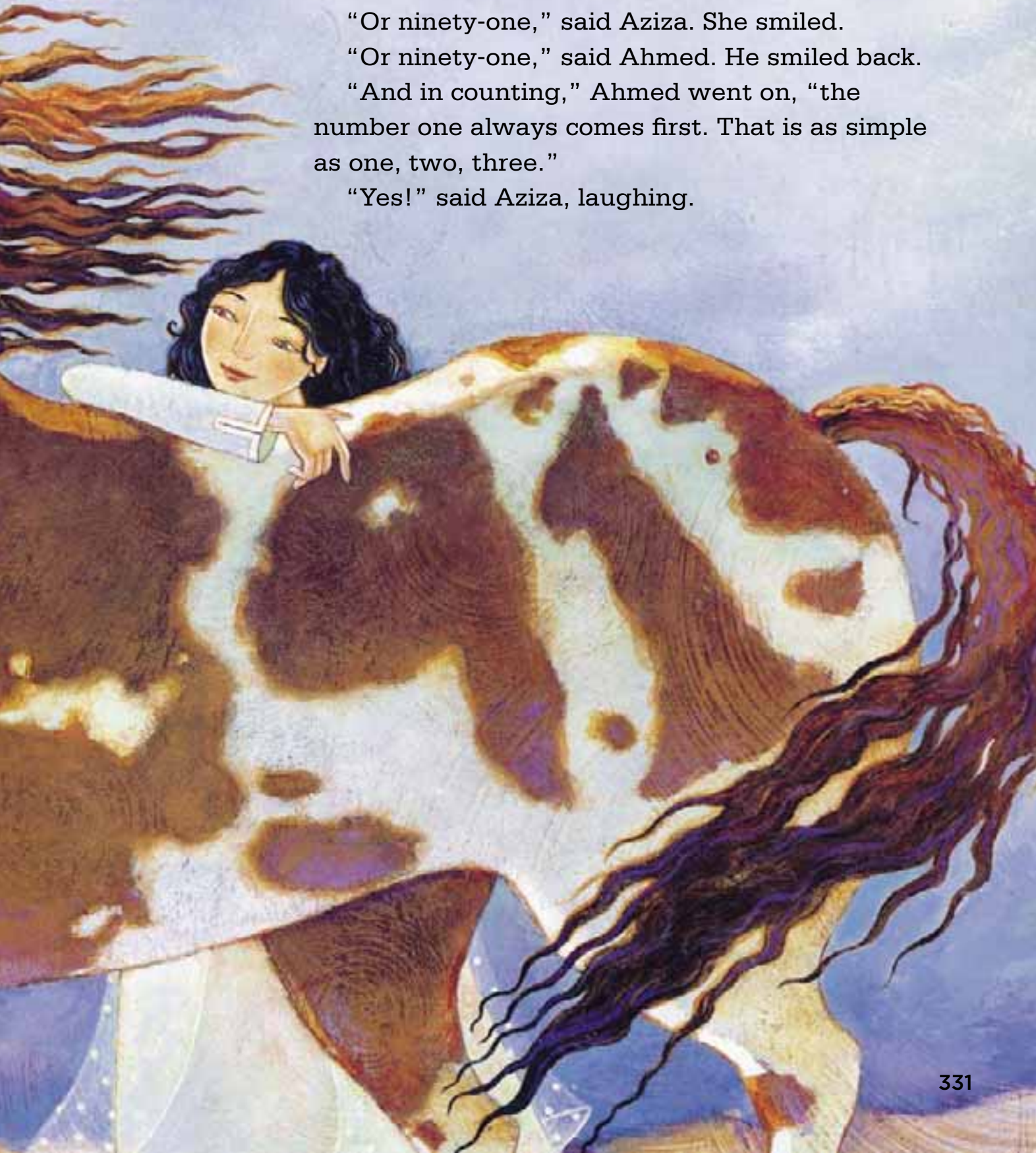
"And when the number one is placed beside another number," he said, "the number increases. One placed beside nine makes nineteen."

"Or ninety-one," said Aziza. She smiled.

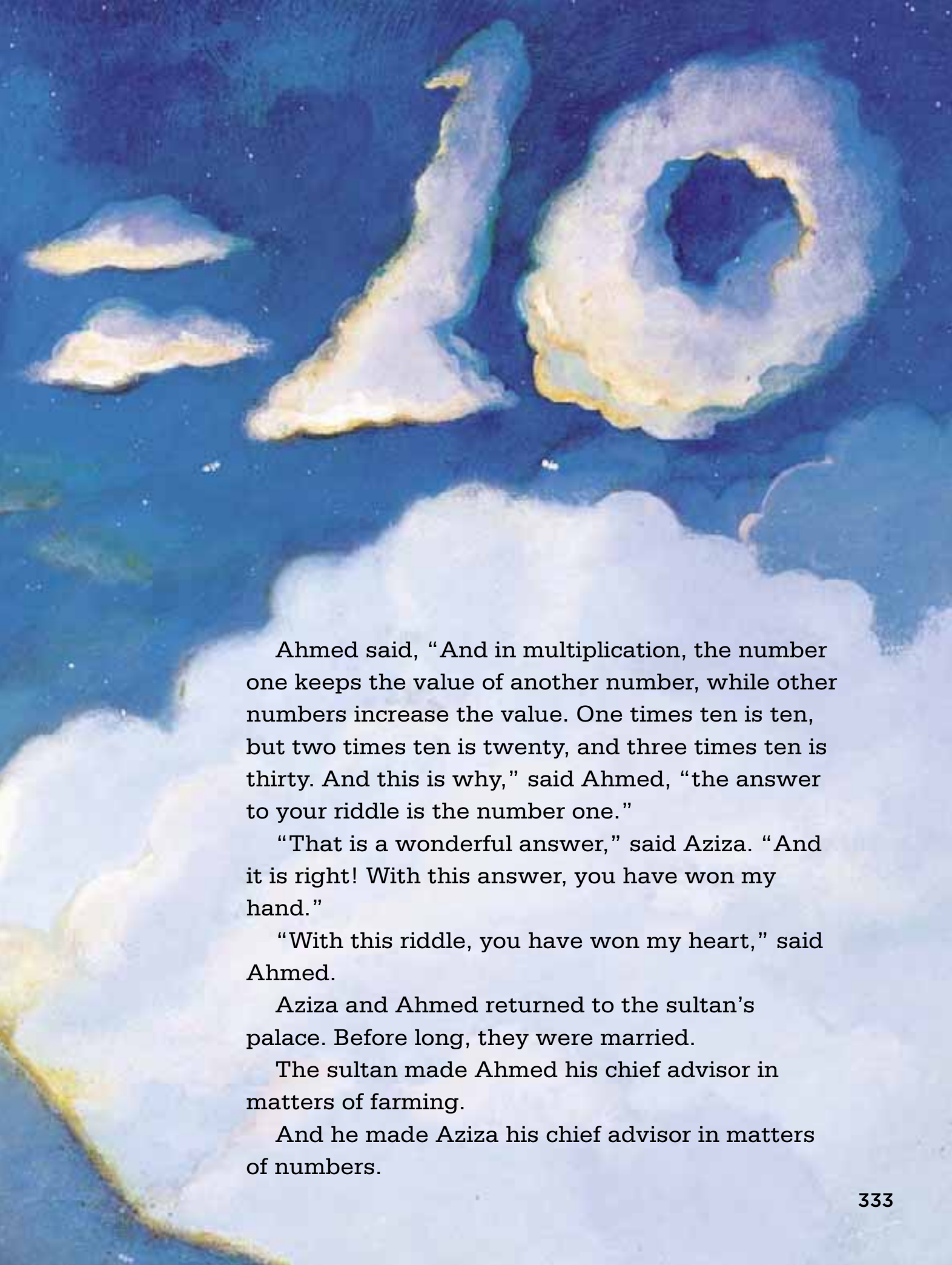
"Or ninety-one," said Ahmed. He smiled back.

"And in counting," Ahmed went on, "the number one always comes first. That is as simple as one, two, three."

"Yes!" said Aziza, laughing.







Ahmed said, "And in multiplication, the number one keeps the value of another number, while other numbers increase the value. One times ten is ten, but two times ten is twenty, and three times ten is thirty. And this is why," said Ahmed, "the answer to your riddle is the number one."

"That is a wonderful answer," said Aziza. "And it is right! With this answer, you have won my hand."

"With this riddle, you have won my heart," said Ahmed.

Aziza and Ahmed returned to the sultan's palace. Before long, they were married.

The sultan made Ahmed his chief advisor in matters of farming.

And he made Aziza his chief advisor in matters of numbers.

By the Numbers with Lauren and Linda

Author **Lauren Thompson** is a lot like Aziza. She has loved words and numbers ever since she was a girl. Lauren put her two favorite things together to write this riddle story. She set her story in Persia (the country now called Iran) because that is where many important math ideas began.

Other books by Lauren Thompson: *Little Quack's Hide and Seek* and *Mouse's First Summer*



Illustrator **Linda S. Wingerter** has illustrated many books for children. Besides being an artist, Linda has another talent: she is an excellent skater, and she enjoys doing it very much.



Find out more about Lauren Thompson and Linda S. Wingerter at www.macmillanmh.com

Author's Purpose

What clues can you use to determine Lauren Thompson's purpose for writing *One Riddle, One Answer*? Did she want to entertain or inform readers? Identify the details that helped you reach this conclusion.

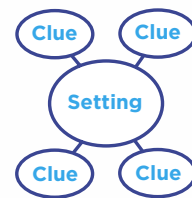


Comprehension Check



Summarize

Summarize Aziza's search for a husband in *One Riddle, One Answer*. Be sure to describe the setting and plot. Use your Setting Web to help you.



Think and Compare



1. How does the setting influence the story and Aziza's search for a husband? **Analyze Story Structure: Plot and Setting**
2. Why would the man who can answer her riddle be a **suitable** husband for Aziza? Use story details in your answer. **Analyze**
3. If you were to meet Ahmed, what questions would you ask him? **Apply**
4. Based on what you know, why do people like to have friends with the same interests as theirs? Explain your answer. **Evaluate**
5. Read "Count on Detective Drake!" on pages 316–317. How is it similar to *One Riddle, One Answer*? In what ways is the main character's behavior different? Use details from both selections in your answer. **Reading/Writing Across Texts**



Haiku

Poetry

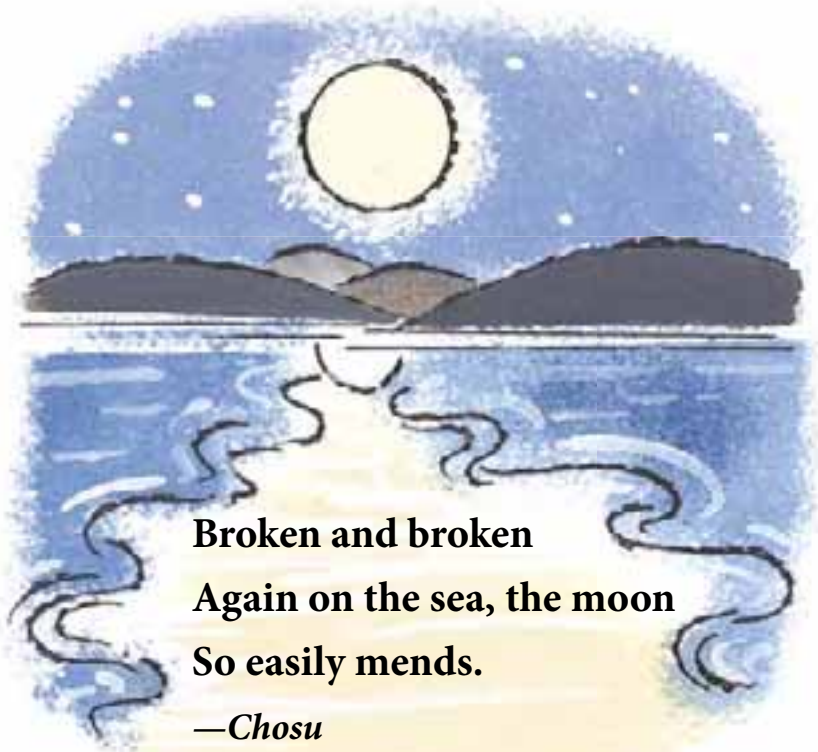
Haiku is a poem about nature that describes a moment or scene in three lines. The first and third lines have five syllables each; the second line has seven.



Literary Elements

Consonance is the repetition of the same consonant sound at the end of two or more words.

A **metaphor** compares two different things so they seem to be alike.



Broken and broken
Again on the sea, the moon
So easily mends.

—Chosū

Calling an umbrella a
“tent” is an example of
a metaphor.

Shiny colored tents
Pop up above people’s heads
At the first raindrop.

—Myra Cohn Livingston



Hops, prints, and sets
all end with the same sound
to create consonance.

A lonely sparrow
Hops upon the snow and prints
Sets of maple leaves.

—Kazue Mizumura



Connect and Compare

1. In the haiku by Kazue Mizumura, what two things are being compared by metaphor? **Metaphor**
2. How do you know what moment or scene is described in the haiku by Myra Cohn Livingston? **Evaluate**
3. *One Riddle, One Answer* is about a riddle. How are these haiku like riddles? **Reading/Writing Across Texts**



Find out more about haiku at
www.macmillanmh.com

Write a Character Sketch

Writer's Craft

Figurative Language

Writers use **figurative language** to create a clear picture for the reader.

A simile compares two different things by using *like* or *as*.



I included a simile here to describe a clever fairy tale character named Elva.

I used this simile to show Elva's cleverness.

Elva the Elf

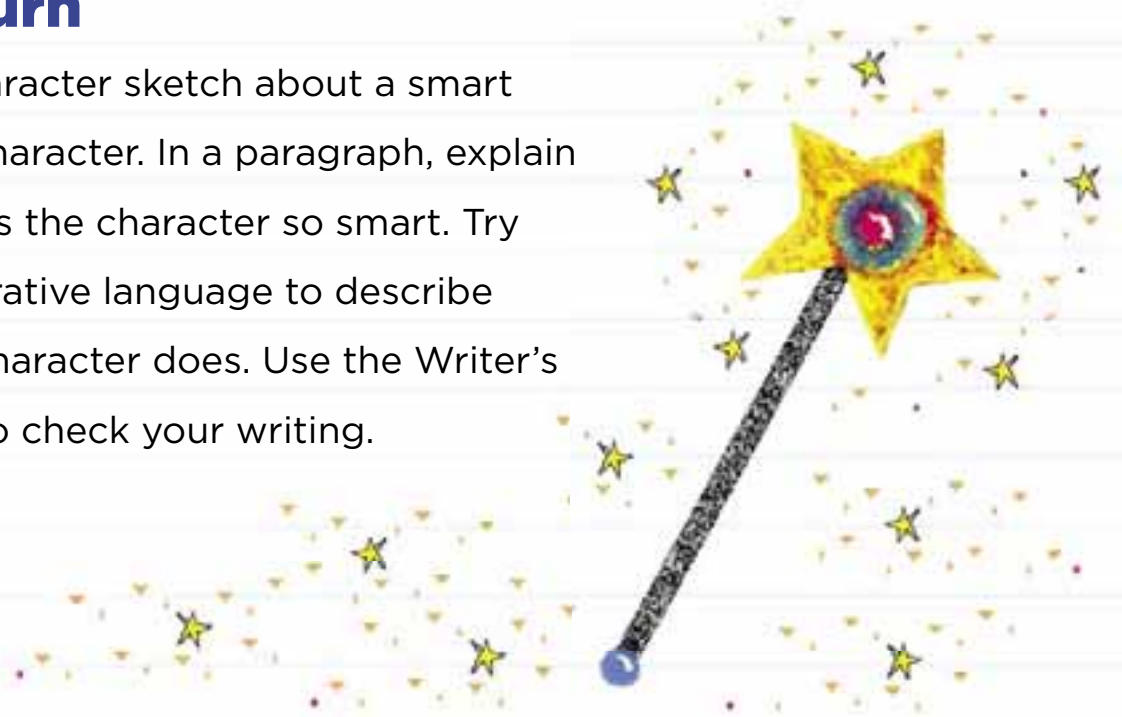
by Vanessa G.

Elva the pink-haired elf is as sly as a fox, and she can solve any problem. Elftown would fall apart without her! She fixes all of the town's cars and computers. She even flies the town plane. Best of all, Elva got rid of creepy Walter Wolf. He wanted to eat the elves for dinner. When Walter Wolf came around, Elva blasted her radio as loud as thunder. It was so loud the wolf covered his ears and ran away for good. All the elves cheered for Elva.



Your Turn

Write a character sketch about a smart fairy tale character. In a paragraph, explain what makes the character so smart. Try to use figurative language to describe what the character does. Use the Writer's Checklist to check your writing.

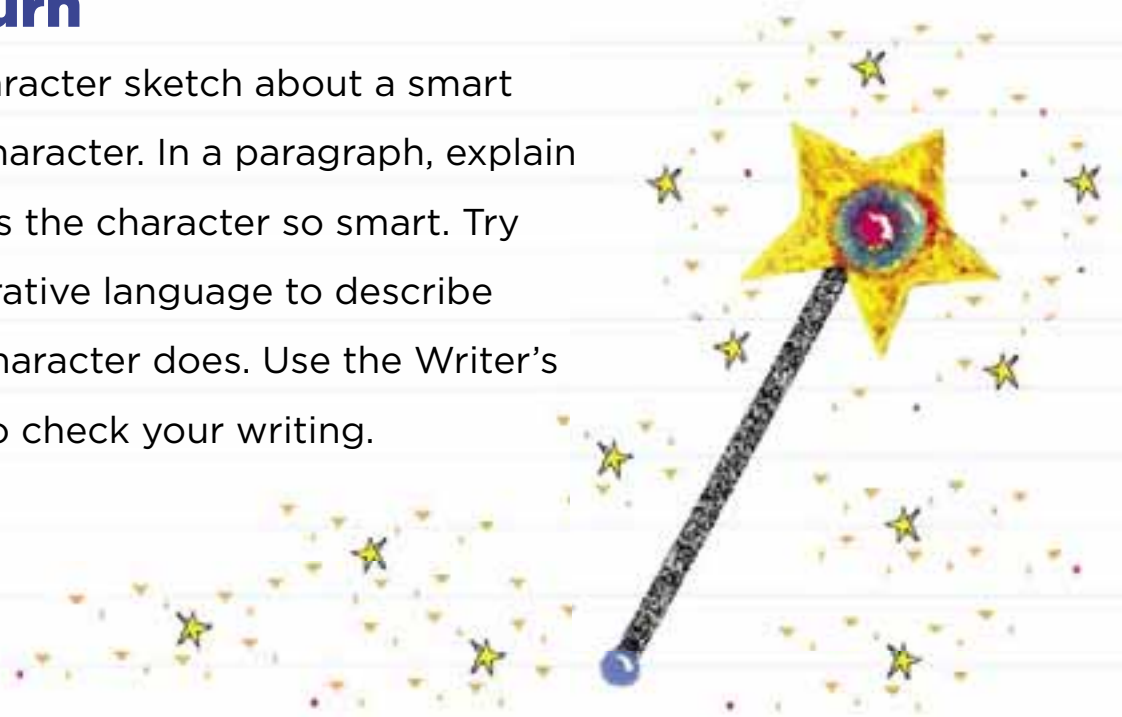


Writer's Checklist

- ☐ **Ideas and Content:** Did I use **figurative language** to create clear pictures for the reader?
- ☒ **Organization:** Does the title I chose fit?
- ☒ **Voice:** Will the reader know how I feel about the character?
- ☒ **Word Choice:** Did I use precise, active verbs?
- ☒ **Sentence Fluency:** Did I avoid using sentence fragments?
- ☒ **Conventions:** Did I use present-tense verbs correctly and check for subject-verb agreement? Did I check my spelling?

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Talk About It

Ecosystems are communities of plants and animals. How do people's activities affect these communities?



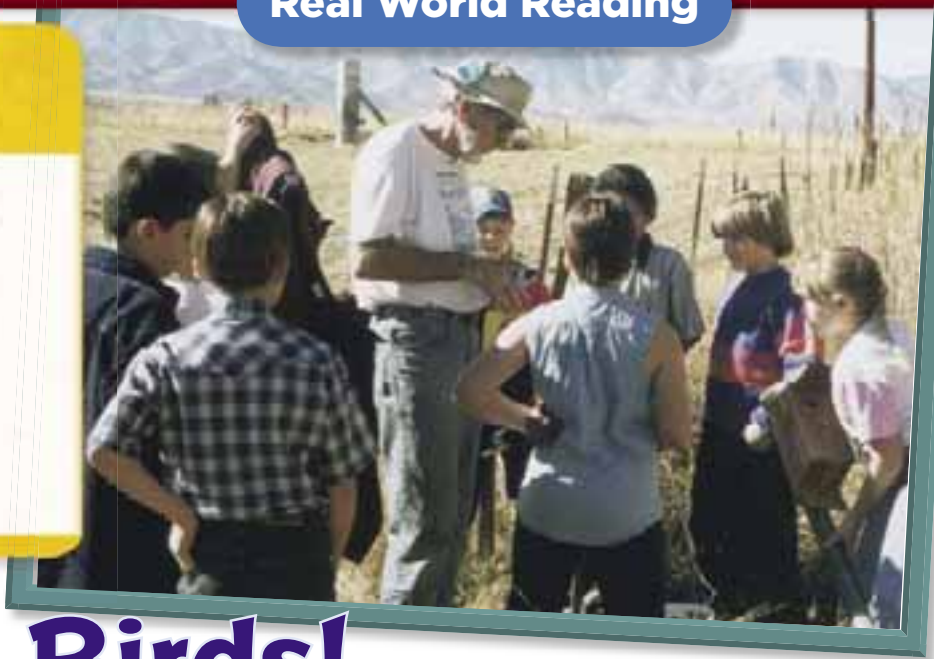
Find out more about ecosystems at
www.macmillanmh.com

ECOSYSTEMS IN BALANCE



Vocabulary

preserve
restore
suffered
rainfall



For the Birds!

Putting up bluebird houses
at the Kern River Preserve

The Kern River **Preserve** keeps the environment safe for the plants and animals that live there, but some parts of the preserve are being destroyed or lost. The kids in Cassie Wingender's class at Woodrow Wallace Elementary School came up with a plan to help **restore**, or return part of the preserve to its natural state.

The mountain bluebird likes to move into empty woodpecker nests in trees. As trees get old, they fall or have to be cut down. The birds have **suffered** because their nests are destroyed or lost. The students built 21 birdhouses that are designed to attract bluebirds and keep out other animals.

Southwestern willow flycatchers had nowhere to lay their eggs and protect them, so the students planted 50 cottonwood trees.

The students plan to do more. They want to **preserve** the forest, or keep it safe, so that it will be there in the future, for their own children to enjoy.



Find out more about
ecosystems at
www.macmillanmh.com

The Desert Is Alive!

The Chihuahuan (chee•WAH•wahn) Desert stretches across the southwestern United States and part of Mexico. The ground is hot and cracked. Nearly every plant has thorns or needles. Still, almost 1,000 species of animals live there.

The desert's increasing human population has become a problem. Some farmers and ranchers allow their cattle to graze at the wrong time of year, which harms desert grasses.

Jim Winder divided part of his land into small pastures. He moves cattle to a different grazing spot every few days. This keeps the grass healthy. Winder also restored a lake. Now more than 100 species of water-loving birds live there.

One rancher can't save a huge desert. Still, Jim Winder likes how his grass is growing. "It looks good for grazing," he says with a smile.



**The
Chihuahuan
Desert**

TFK TOP 5 DESERTS

Deserts are the driest places on the planet. A desert may only get about 10 inches of **rainfall** a year. Some deserts are hot, such as the Sahara Desert in Africa.

Some deserts are cold but still very dry, such as the Gobi Desert in Asia. Here is a list of the largest deserts in the world.

- | | |
|-----------------------------|---|
| 1. Sahara (Africa) | 3,500,000 square miles (9,065,000 sq km) |
| 2. Arabian (Asia) | 1,000,000 square miles (2,600,000 sq km) |
| 3. Australian | 570,000 square miles (1,476,000 sq km) |
| 4. Gobi (Asia) | 500,000 square miles (1,295,000 sq km) |
| 5. Kalahari (Africa) | 225,000 square miles (582,700 sq km) |



Comprehension

Genre

Nonfiction Articles give information about real people, places, or things.



Analyze Text Structure

Cause and Effect

A cause is why something happens. An effect is what happens.

Saving the Sand Dunes

How can items be recycled to help the environment?

The mighty wind whirled. Waves crashed and pounded the beach. Sand was swept up into the air and blew away. Still nothing could topple the science project of Tony Pontari's fourth-grade class at Union Avenue School in New Jersey. Their hand-built sand dune held tough through winter storms, helping to protect Grandville Avenue Beach and the town of Margate, New Jersey.

In many beachfront towns, dunes work as a windbreaker. They help stop the wind from blowing beach sand away. They stop the ocean water from spilling past the beach.

However, big storms cause many dunes to disappear. For years, the dunes at Margate **suffered** from the effects of winter storms. People tried to strengthen them by laying trees sideways on the sand. Those trees were usually swept out to sea.



Christmas trees can protect the sand dunes.

A photograph showing a group of five people, including an adult and four children, standing on a sandy beach. They are looking at several dead, brown trees that have been buried in the sand. The trees are standing upright, and their shadows are cast on the sand. The background shows the ocean and a clear sky.

Students check on the trees they buried at Grandville Avenue Beach.

A Recycled Forest Fights Erosion

One year, the fourth-grade class of Union Avenue School decided to try something new. The students found a way to reuse dead trees that are usually thrown away after the Christmas season. They buried the trees standing up in three trenches, each 100 feet long.

The recycled trees kept the new dune in place through the winter. Big winter storms washed away other sand dunes, but the dunes at Margate held together because of the buried trees.

Since it worked so well, the following year's fourth-grade class decided to continue the project. By then they had partners. Teacher Kevin Burns from nearby Brigantine Middle School had heard about the kid-made dune in Margate. He wanted his students to build one, too.

Because of the success of their plan, the kids got help from town officials. After Christmas, workers for the towns of Margate and Brigantine collected used trees. The workers took the trees down to the two towns' beaches. They dug three-foot-deep trenches, then the students planted the trees.

"The trees were heavy, and some were bigger than me," says fourth-grader Jim Abbott. But the kids had fun, too. "Sometimes we found Christmas lights!" says Kara Weiner, another fourth-grader.

Because the kids buried only the lower half of each tree in the sand, the upper half acted as a sand catcher. It trapped windblown sand until the tree was completely buried. The students then tied red ribbons to the treetops.



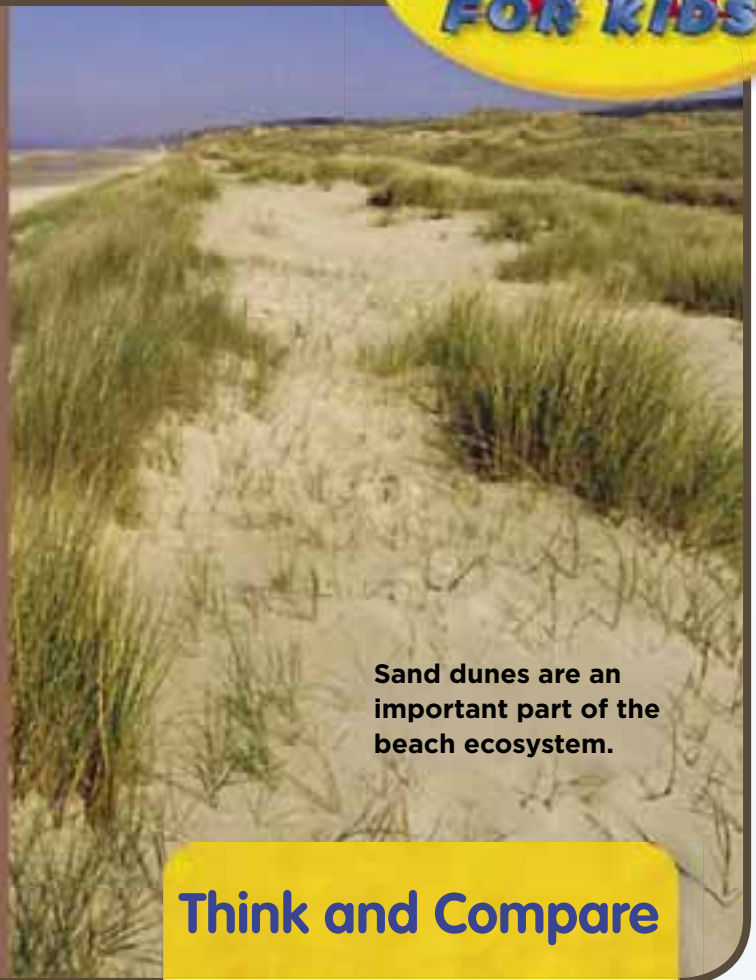
Town workers deliver discarded Christmas trees to the beach.

A Home for Native Species

Sand dunes help protect the shoreline ecosystem. In some places, dunes are part of a nature **preserve**, but all dunes need to be protected.

Dunes provide habitats for marine species. That's one reason to **restore** dunes that have been washed away.

Dunes also help protect the homes of nearby residents from flooding when storms bring heavy **rainfall**, high tides, and huge waves. Dunes also keep the sand where it belongs: on the beach!



Sand dunes are an important part of the beach ecosystem.

Think and Compare

Next, they checked the buildup of sand by measuring the distance between the end of each ribbon and the top of the growing dune. The two schools communicated by e-mail to compare results.

In the spring, when the dunes had collected enough sand, the classes planted dune grass on top of them. The roots of the grass grow down and anchor the dunes. Town workers then placed wooden fences around the sand to help pack the sand together so the dunes are protected.



1. Why did students "plant" dead trees on the beach?
2. What effect did planting trees have on the beachfront towns?
3. Have you ever found a new use for an old object? Describe it.
4. What do the Kern River Preserve, Chihuahuan Desert, and sand dunes in New Jersey all have in common?



Test Strategy

Think and Search

Read on to find the answer.
Look for information in
more than one place.

Frog Frenzy!



**Nate Egan and an
amphibian friend**



**Barking
Tree Frog**



**American
Bullfrog**



**Northern
Leopard Frog**

Ribbit, ribbit. When that sound echoes across the pond behind Nate Egan's house in Oregon, Illinois, he knows what's making it. Frogs. A lot of them. However, across the United States, there are fewer green jumpers than there once were. Worried scientists have seen the number of frogs dropping since the late 1980s. That's why Nate, 9, and more than 3,800 other kids and adults are volunteering for Frogwatch USA. They listen to frog calls during the spring and summer. Then they report their observations online to scientists.

Amy Goodstine is the coordinator of Frogwatch USA. She says that pollution, pesticides, global warming, and the loss of habitats are among the factors threatening the frog population.

The U.S. Geological Survey (USGS) started Frogwatch USA in 1999. Its purpose was to try to find out why frogs are growing scarcer. In 2001, the USGS and the National Wildlife Federation started working together on this project.



Directions: Answer the questions.

1. Why are Frogwatch volunteers listening to frogs?

- A** to help find out why the number of frogs is decreasing
- B** to become experts at identifying kinds of frogs
- C** so they can repeat the sounds
- D** to earn money and be close to nature

2. What effect have pollution and pesticides had on the frog population?

- A** Frogs will soon become extinct.
- B** The frogs have lost their habitats.
- C** There are too many frogs in the spring.
- D** There are fewer frogs now than before.

3. What is the purpose of Frogwatch USA?

- A** to report frog calls during the spring and summer
- B** to learn more about using computers
- C** to get frogs to return to ponds
- D** to figure out how to protect the frog population

4. How do scientists get information from Frogwatch volunteers?

5. What are the possible reasons why the number of frogs is dropping? What could be done to protect the frogs in the future? Use details from the article to support your answer.

Tip

Look for
information
in more than
one place.

Write to a Prompt

In the selection “For the Birds!” you read about what one class is doing to try to restore a habitat and protect birds. Imagine you are in that class.

Write a letter to your teacher to explain why more classes should get involved in the project.



I started my writing with a good topic sentence to persuade my reader.

I wrote sentences that support my argument.

November 7, 20--

Dear Mrs. Wynn,

We need to take care of Kern River Preserve because it is a home for birds, animals, and people, too. If we don't, the birds will die. The forest will not be as special. People will be sad.

Old trees are falling down, and people cut down the good ones. There aren't enough trees for bluebirds to build their nests. We can build birdhouses for them. Southwestern willow flycatchers need help, too. If we plant more cottonwood trees for them, their eggs will be safe.

Kern River Preserve is a special place. All our classes should help to keep it that way.

Sincerely,
Zachary K.

Writing Prompt

In the selection “Saving the Sand Dunes” you read about what’s being done to protect beaches in towns near the shore. Imagine that you lived in a town near the seashore. Write a letter to a friend describing why “planting” used Christmas trees would be a good project for kids in your school and for the town. Use examples to support your argument.

Writer’s Checklist

- ☒ Ask yourself, who is my audience?
- ☒ Think about your purpose for writing.
- ☒ Form an opinion about the topic.
- ☒ Use reasons to support your opinion.
- ☒ Be sure your ideas are logical and organized.
- ☒ Use your best spelling, grammar, and punctuation.

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Talk About It

What was the most interesting thing that ever happened to you while you were traveling?



Find out more about travel at www.macmillanmh.com

Making Journeys

Vocabulary

annual	package
potential	wrapping
expensive	innocent
politely	aisles



Dictionary

Homophones are words that sound the same but have different meanings and spellings. The words *wrapping* and *raping* are homophones.



My Winter Vacation

by Meredith Gamel

December 22

We're leaving for Florida to visit Aunt Sue, Uncle Mike, and my cousins Tim and Laura. We go every year over the holidays. I guess you could call this our **annual** trip. The trip has the **potential** for being fun, but I'd rather celebrate at home. Dad's rushing me, so I'd better hurry.

December 23

We're almost there. Last night we stayed at a hotel. Dad said it was **expensive**, but Mom said she didn't care what it cost, she needed a break from being in the car. I got to swim in the hotel pool. It felt good after sitting in the car all day.





December 26

We have been at Aunt Sue's for two days. Yesterday she made lobsters for lunch. They looked terrible—like big, red bugs! I **politely** said, "No, thank you. I'm sticking with tuna!"

Today I found a **package** covered in brown paper on my bed. It was from Grandma. I took off the **wrapping** paper. It's a wave board! Time to go to the beach and try it out. Yay!



December 28

I love the ocean, but the water is freezing! Laura dumped a pail of water on my dad. Boy, did he jump! She tried to look sweet and **innocent**, but Dad knew she had done it. She does it every year!

December 30

Last day at the beach. I wish we didn't have to go. Anyway, school starts in a few days, and Mom says we need to go grocery shopping. While I'm going up and down the food **aisles**, I'll think about the beach and look forward to using my wave board again.



Reread for Comprehension



Visualize

Make Inferences

Authors don't always tell you exactly how a character in a story is feeling. You need to use story clues and what you already know. This is called making inferences. Visualizing what the author tells you can help you make inferences.

Reread the selection to make inferences about whether the journal writer had fun at the beach. Use the Inference Chart to help you.

Clues	Inference

THE JONES

Award
Winning
Illustrator

Comprehension

Genre

Realistic Fiction is an invented story that could have happened in real life.



Visualize

Make Inferences

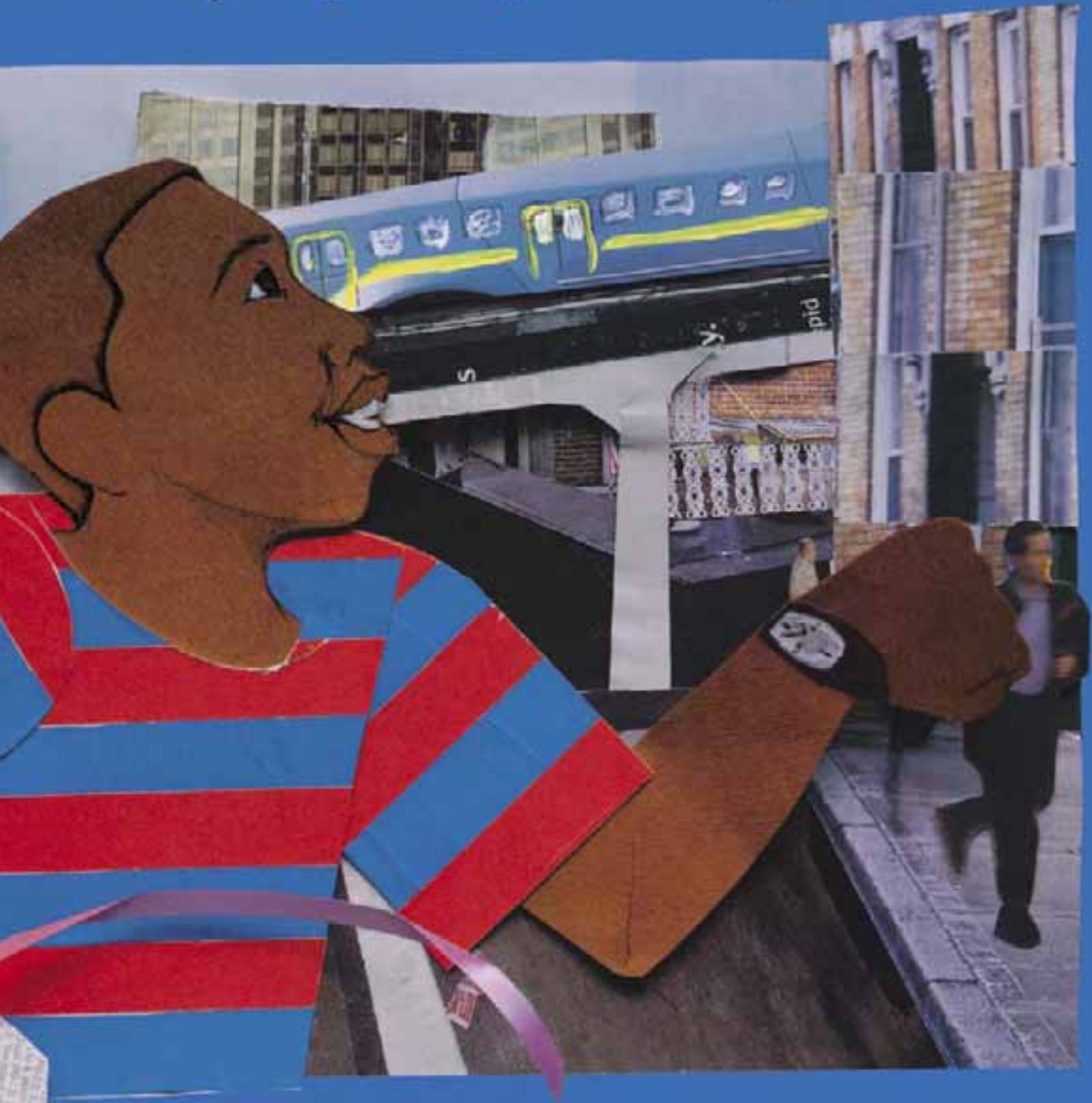
As you read, use your Inference Chart.

Clues	Inference

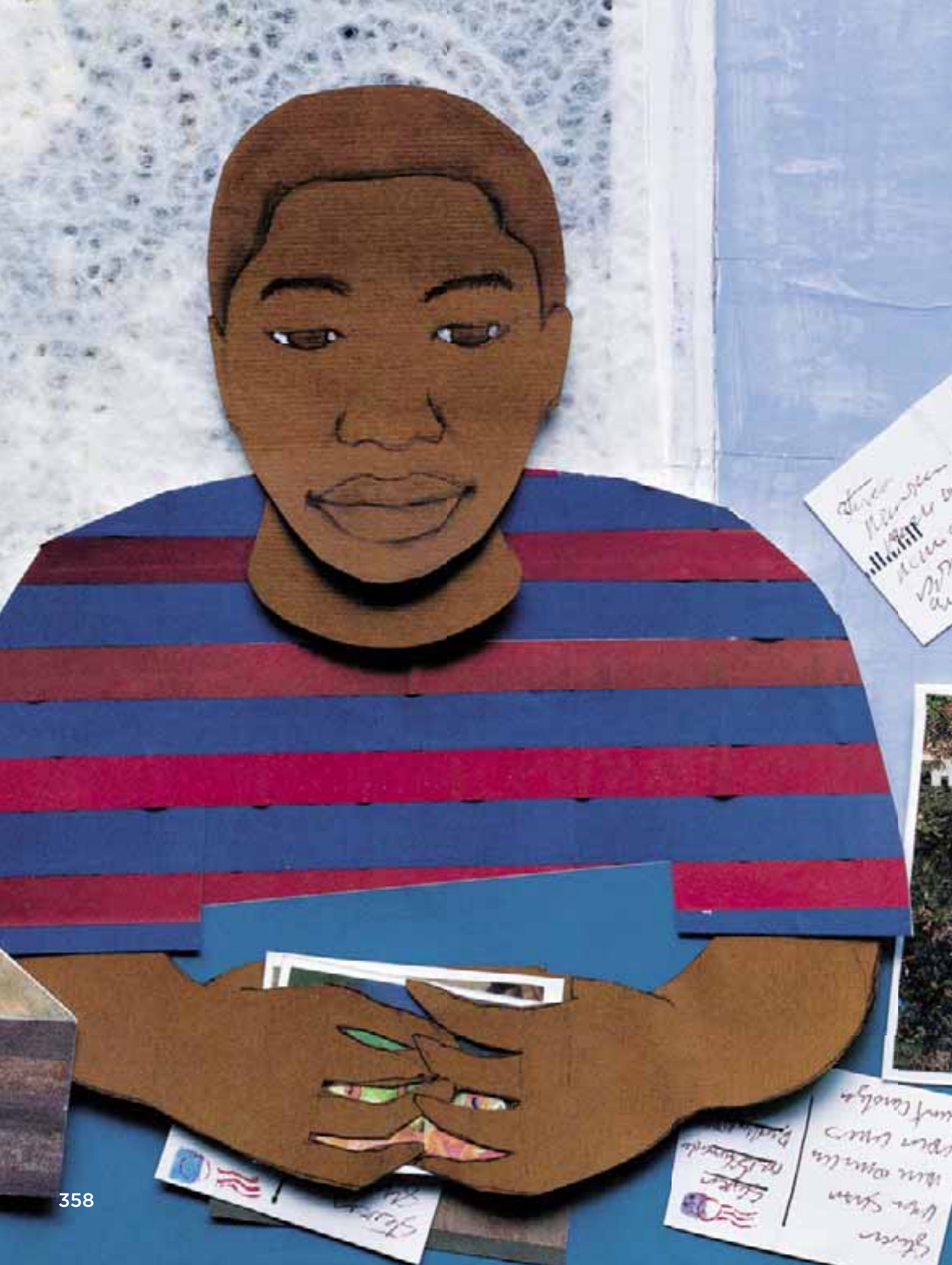
Read to Find Out

How will Steven get a gift for his aunt?

FAMILY EXPRESS



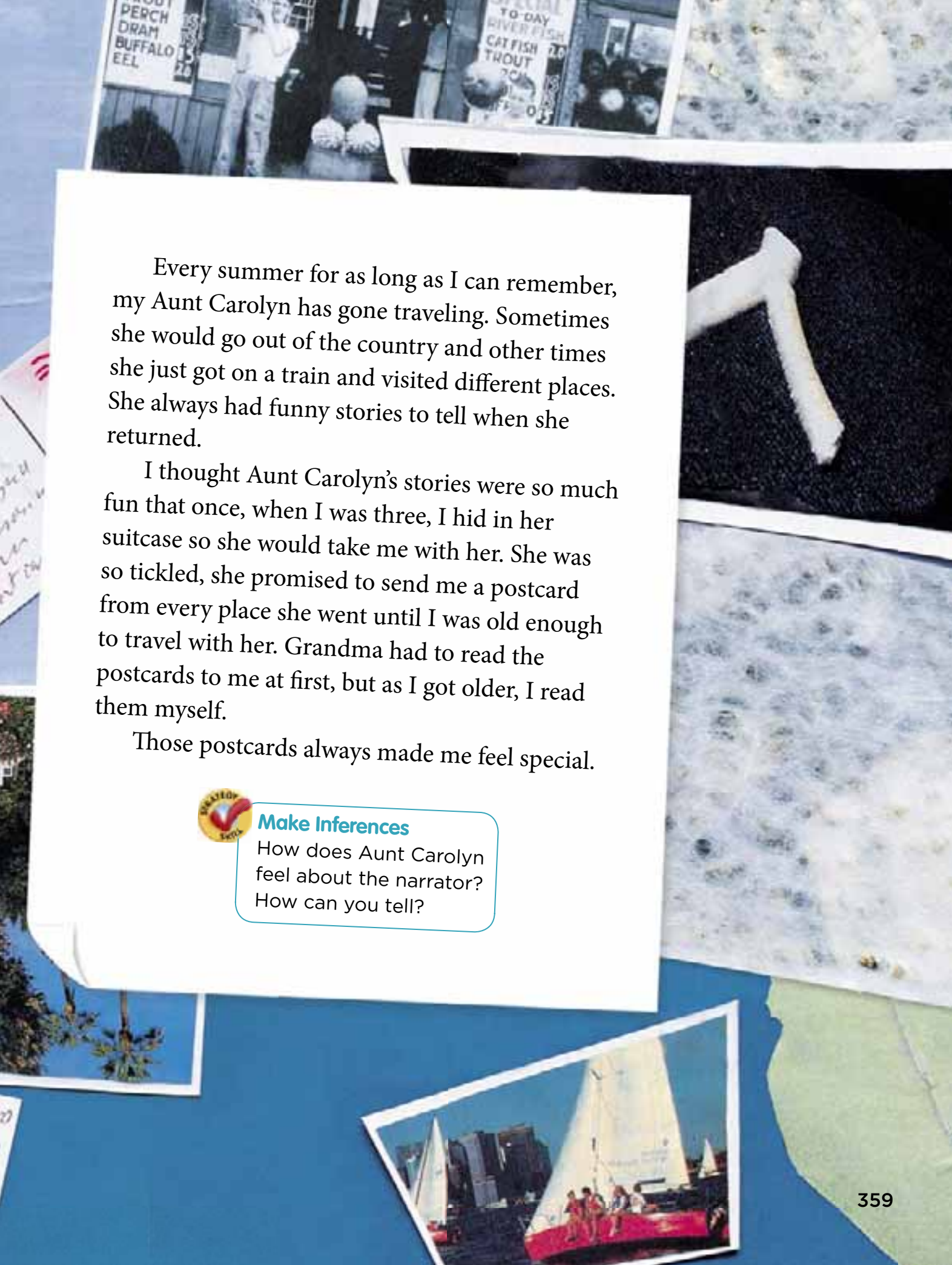
WRITTEN AND ILLUSTRATED BY JAVAKA STEPTOE



Steve
Nelson
1994
11/11/94
11/11/94
11/11/94



Steve
Nelson
1994
11/11/94
11/11/94
11/11/94



Every summer for as long as I can remember, my Aunt Carolyn has gone traveling. Sometimes she would go out of the country and other times she just got on a train and visited different places. She always had funny stories to tell when she returned.

I thought Aunt Carolyn's stories were so much fun that once, when I was three, I hid in her suitcase so she would take me with her. She was so tickled, she promised to send me a postcard from every place she went until I was old enough to travel with her. Grandma had to read the postcards to me at first, but as I got older, I read them myself.

Those postcards always made me feel special.



Make Inferences

How does Aunt Carolyn feel about the narrator?
How can you tell?

This summer Aunt Carolyn said she would be here for our **annual** block party. The block party was my favorite time of the year because the whole family visited us at Grandma's house. People came from everywhere, and there was a lot of food, music, and things to do.

Aunt Carolyn didn't come back often, so I wanted to get something special for her. I just didn't know what.

The night before the party, I barely got any sleep. My cousin Sean was staying over, and I had to share my bed with him. Sean was always asking questions.

"Why do dogs like dog biscuits?" he asked.

"I don't know," I answered, but I wasn't really listening. I just lay there thinking until I came up with an idea. Maybe I could find something for Aunt Carolyn on Nostrand Avenue! You can buy almost anything there.

The next morning I woke up to the smell of Grandma's pancakes.

"Get up, Sean," I said, poking him in his ribs. "It's time to get up!" We got dressed and ran downstairs.

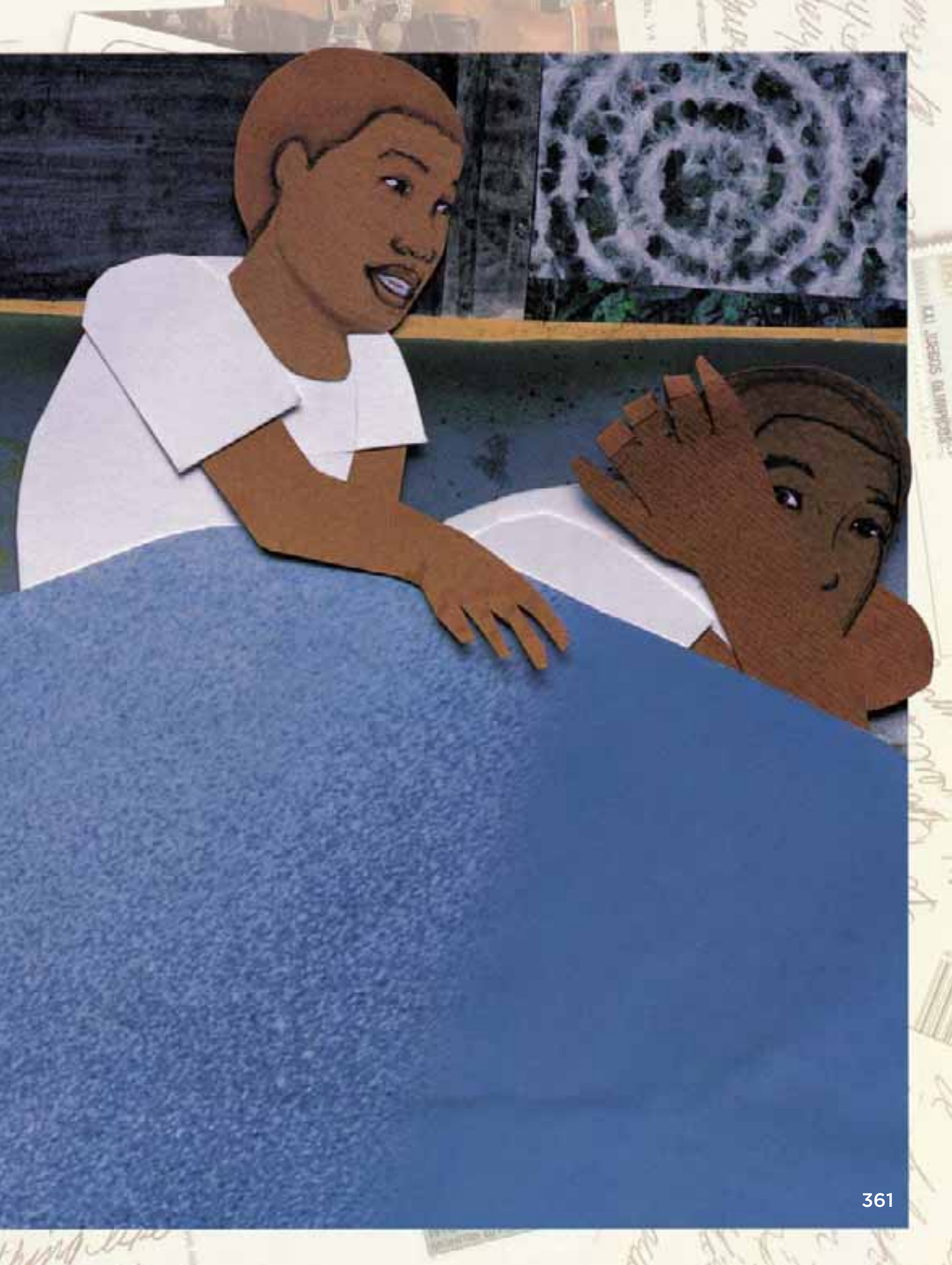
"Good morning, Grandma," we sang as we sat down to heaping plates of her buttery-syrupy pancakes.

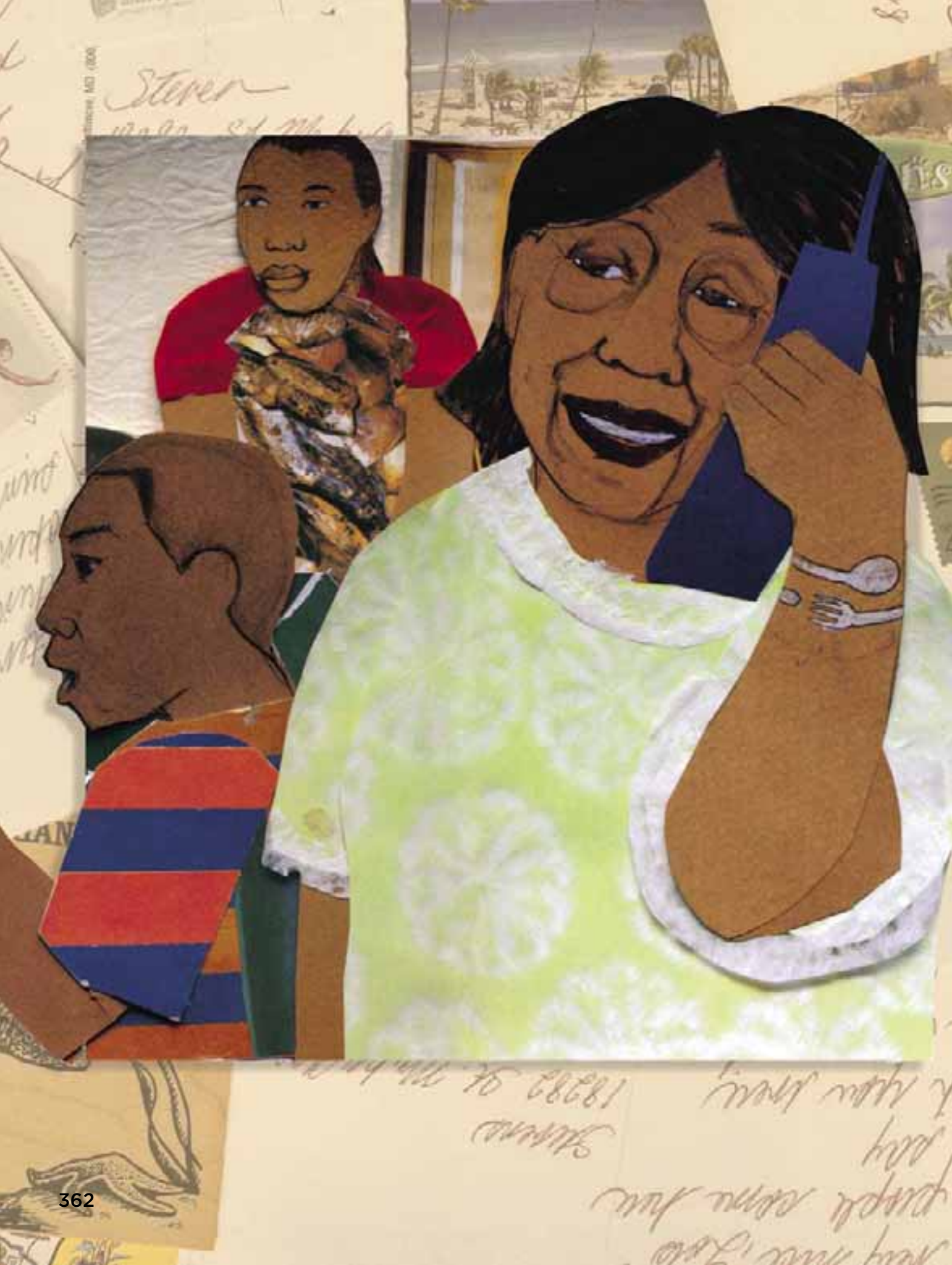
Uncle Charles walked in, grumpy as usual. Sean and I covered our plates with our arms because Uncle Charles liked to take bites of your food.

"Stop it, Charles," Grandma said just as he reached for one of my pancakes.

"I only do it out of love," Uncle Charles replied, acting all **innocent**. "I want to make sure it's not poisoned."







In between bites Sean told Grandma how he'd been working on a rap for the block party talent show.

Suddenly the phone rang.

"Hey, Carolyn," Grandma said in her cheery voice. "When are you getting in?... The 2:30 train? You need anything?... All right then, we'll see you soon."

I looked at my watch. I had only about four and a half hours until Aunt Carolyn arrived!

Just then Aunt Marsha walked in carrying three big bags of potatoes.

I looked at Sean. "We better get out of here before they have us peeling potatoes," I whispered.

When we reached the vestibule door, we heard country music blasting. That could mean only one thing. Granddad! I didn't want to get trapped having to help Granddad make his secret barbecue sauce that everybody knew the secret to. Besides, Granddad liked to tell long stories.

"Sean," I said. "Go talk to Granddad. I'll be out in a minute."

As soon as Sean was gone, I ran up to my room, climbed out the window onto our neighbor's toolshed, and made my way past her garden to the street. Then I headed toward Nostrand Avenue.



The first place I went was Perkins Drugstore. The store had shelves and shelves of stuff. I wandered up and down the **aisles**, picking up things, until I heard someone come up behind me.

"How may I help you, young maaaaan?" I cringed. It was Mr. Perkins, the owner. He had the screechiest voice ever. It was like nails scratching on a chalkboard.

I told him I wanted to find a special gift for my favorite aunt.

"What about some caaards?" Mr. Perkins said. "Or we have delicious chocolaaaates. She might like some perfuuuume."

I shook my head no, so he started suggesting other things. I listened **politely** until my head started to hurt.

"Thank you," I said finally. "Let me think about it some more." Then I walked quickly out of the store, rubbing my ears.

Next I went to Ms. Ruby's shop. She's from Jamaica. She had lots of handmade things in her store, and I loved the way she talked.

"Hey, sweetie. How you do?" Ms. Ruby asked.

"I'm looking for a surprise for my Aunt Carolyn," I answered, looking around the shop. "I've saved up ten dollars and seventy-five cents."

"Okay," Ms. Ruby said. "She must be really special. You see anything you might like?"

"What about that picture frame?" I said. "Aunt Carolyn loves elephants."

"That one kinda **expensive**," she said. "It cost twenty-seven dollars."

I put on my best smile and told her I was a little short.

"You short for true," she said, and chuckled. "If you did have a likkle more money, I woulda sell it to you. But sorry, m'love. The money too short. You see a next one that you like?"

I looked around but didn't see anything else.

"No, thank you," I said. I left Ms. Ruby's feeling a little down.

As I left the store, I saw Uncle Charles walking toward me. I tried to hide, but he had already spotted me.

"Where have you been, Steven?" Uncle Charles asked. "It's almost time for the block party."

Uncle Charles knew how to fix all sorts of things, but he wouldn't do anything unless you paid him. Not even for kids. He was my last chance, though.

"I've been looking for a present for Aunt Carolyn," I explained. "Ms. Ruby's shop is too expensive, and there's nothing special enough at Perkins's."

"Come with me," Uncle Charles said. "I've got just the thing. How much money do you have?"

"Ten dollars," I said. I kept the seventy-five cents for myself. I couldn't let him take all my money!

We went to Uncle Charles's house, which was pretty junky. He had some of everything there—bike parts, old toys, magazines, radios, VCRs, you name it.

Uncle Charles started rummaging around his apartment, looking for things that might be useful. Every few minutes he would hold up something weird.

"What about this?" Uncle Charles would ask.

I would shake my head no.

"You've got to give me some help here," Uncle Charles complained after I said no to several things. So I started digging around. All of a sudden, there it was, the perfect thing.

"Look at this!" I said, holding up a big toy train. It needed a lot of fixing up—the paint was peeling off and some of the windows were broken, but I could see it had **potential**. I got busy right away. I had to work fast if I was going to finish in time to meet Aunt Carolyn at the train station.



Steven
Brooklyn NY 11288



Steven
Washington D.C. is
little town
suit
Steven

I arrived at the station just as the train was coming in. A big crowd of people rushed down the stairs toward me. After almost everybody had left the station, I spotted Aunt Carolyn.

"Hey, Steven!" Aunt Carolyn called. She hustled over and plopped down her bags. She gave me a big kiss, and I gave her a nice, big hug.

"How's my little man doing?" Aunt Carolyn said. "Oh! You've gotten so big and handsome. I don't know who's more handsome now, you or Sean."

"Me of course!" I said, and we both just laughed.



“So what do you have there, Steven?” Aunt Carolyn asked, pointing to the **package** under my arm.

“It’s a surprise for you,” I said as I handed her the package.

Without saying a word, Aunt Carolyn opened her gift. As soon as she got the **wrapping** off, she put the train up to her face and turned it around and around.

“Steven,” Aunt Carolyn said, and gave a big laugh. “This is the best present anyone has ever given me!”



When we got back to my block, everyone was so excited to see Aunt Carolyn that they didn't ask where I had been. They surrounded her as if she were a movie star, their voices shouting out from every direction.

"How have you been, Carolyn?" someone called.

"What did you bring me?" joked another.

"Were you really in Alaska?" asked Sean.

Instead of answering them, Aunt Carolyn held up the train. "Isn't this the most wonderful thing you've ever seen?" she said.



Eagerly they passed around the train, and everyone took real long, careful looks. Sometimes people laughed or made comments.

“Yeah,” said Uncle Charles. “That sure is Grandma, always on the phone.”

“Look at the Afros on Uncle Charles and Aunt Marsha!” Grandma said, rolling her eyes.

“The Jones Family Express, that sure is right!” said Granddad, chuckling.

Everyone liked the train, even Sean, who made a face and said I should have chosen a better picture of him.

The rest of the day flew by. Aunt Carolyn put her train on an old cake stand in the kitchen window where everyone could see it.

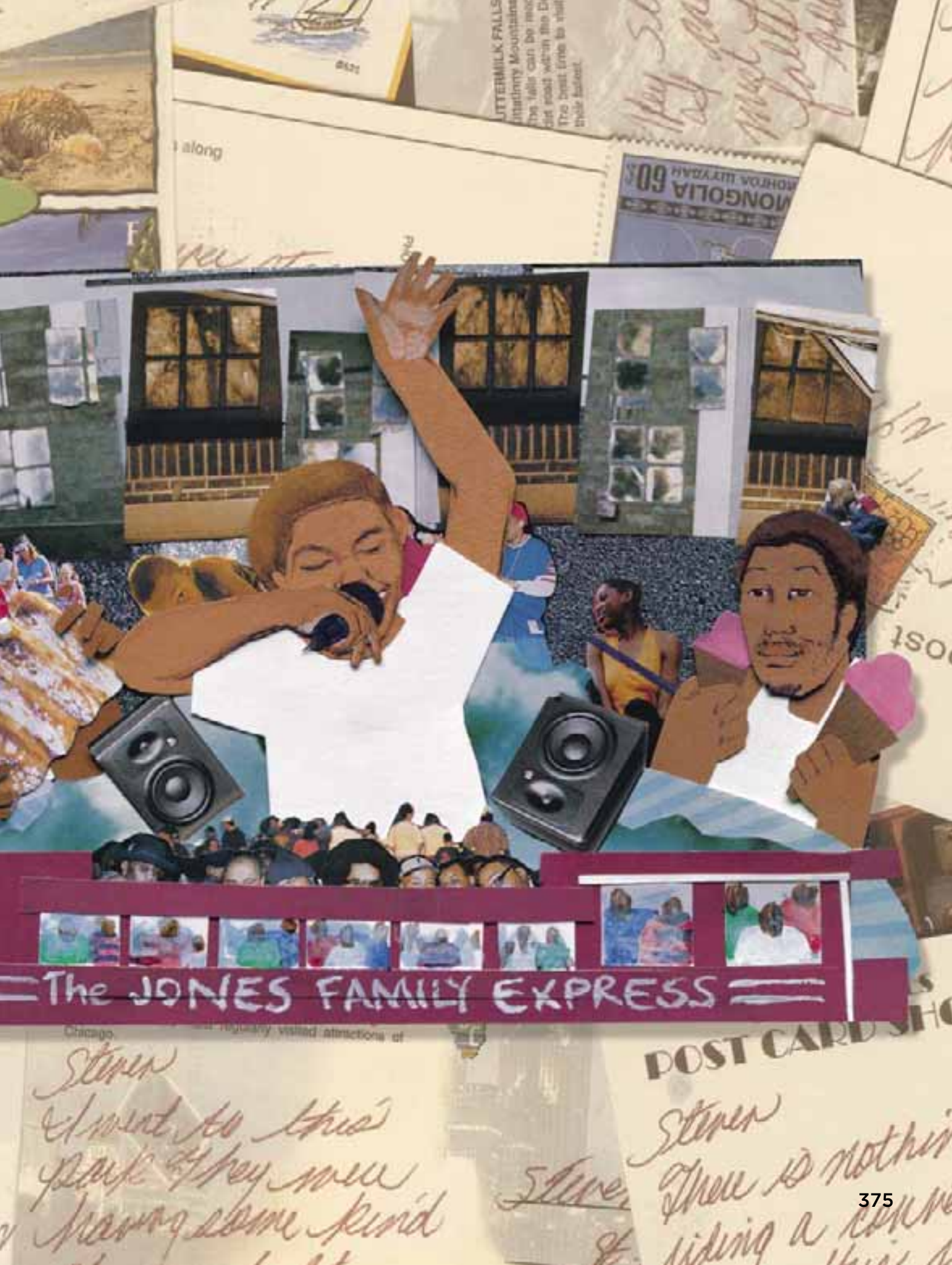
Granddad cooked his best batch of barbecue ever. There were so many greasy barbecue-stained little kids running around that it looked as if they had been in a mud fight. Sean actually won the rap contest. The band liked him so much, they let him be a special guest DJ until it was time to pack up the music. The most surprising thing of all was that Uncle Charles bought ice cream for everybody with my ten dollars and didn't try to eat anyone else's but his own.



Make Inferences

Why do you think
Uncle Charles
bought ice cream for

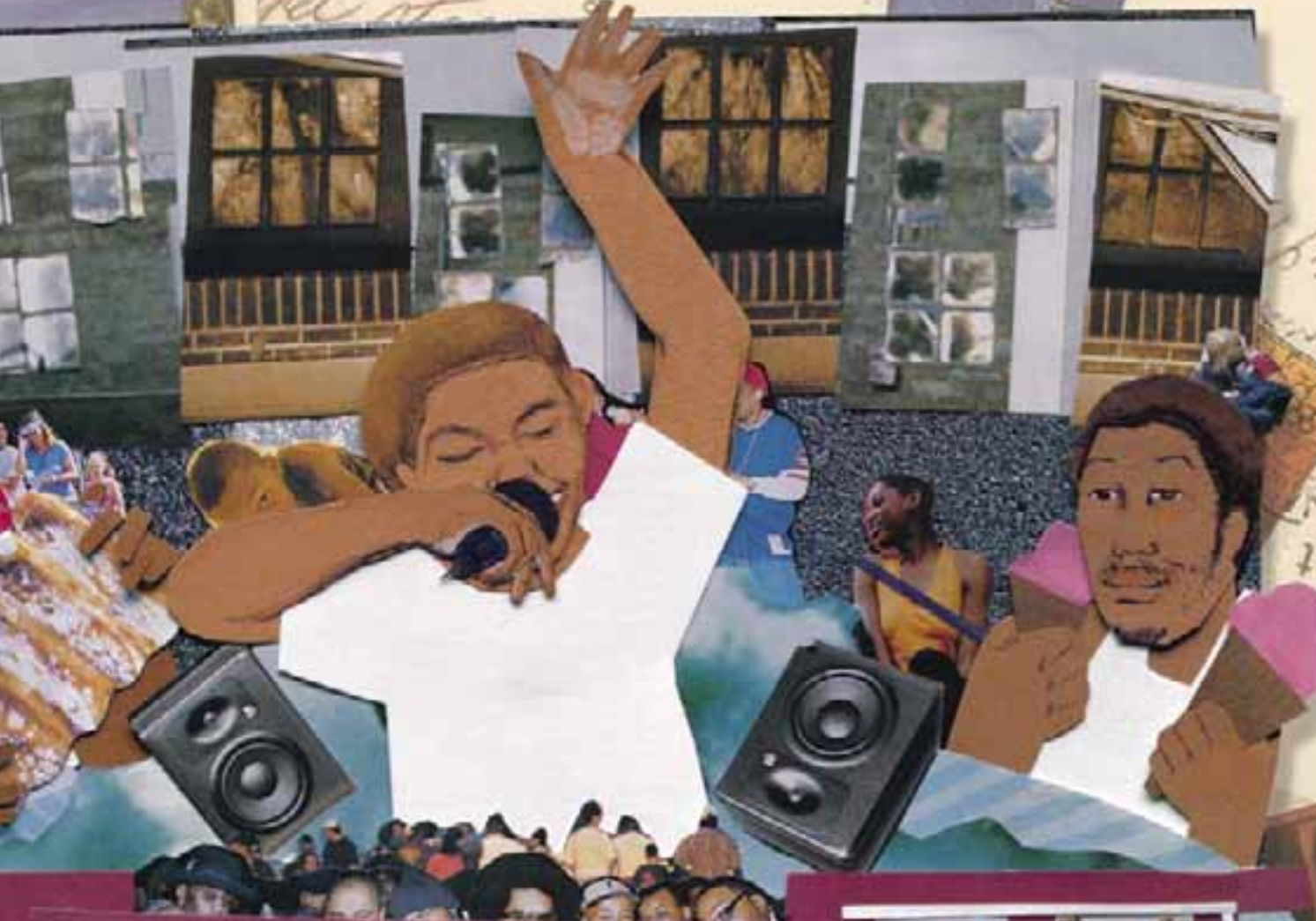




along

UTTERMILK FALLS
Uttermilk Mountains
The lake can be reached
by road within the
The boat enters the
lake basin.

MONGOLIA 60
MONGOLIA 60



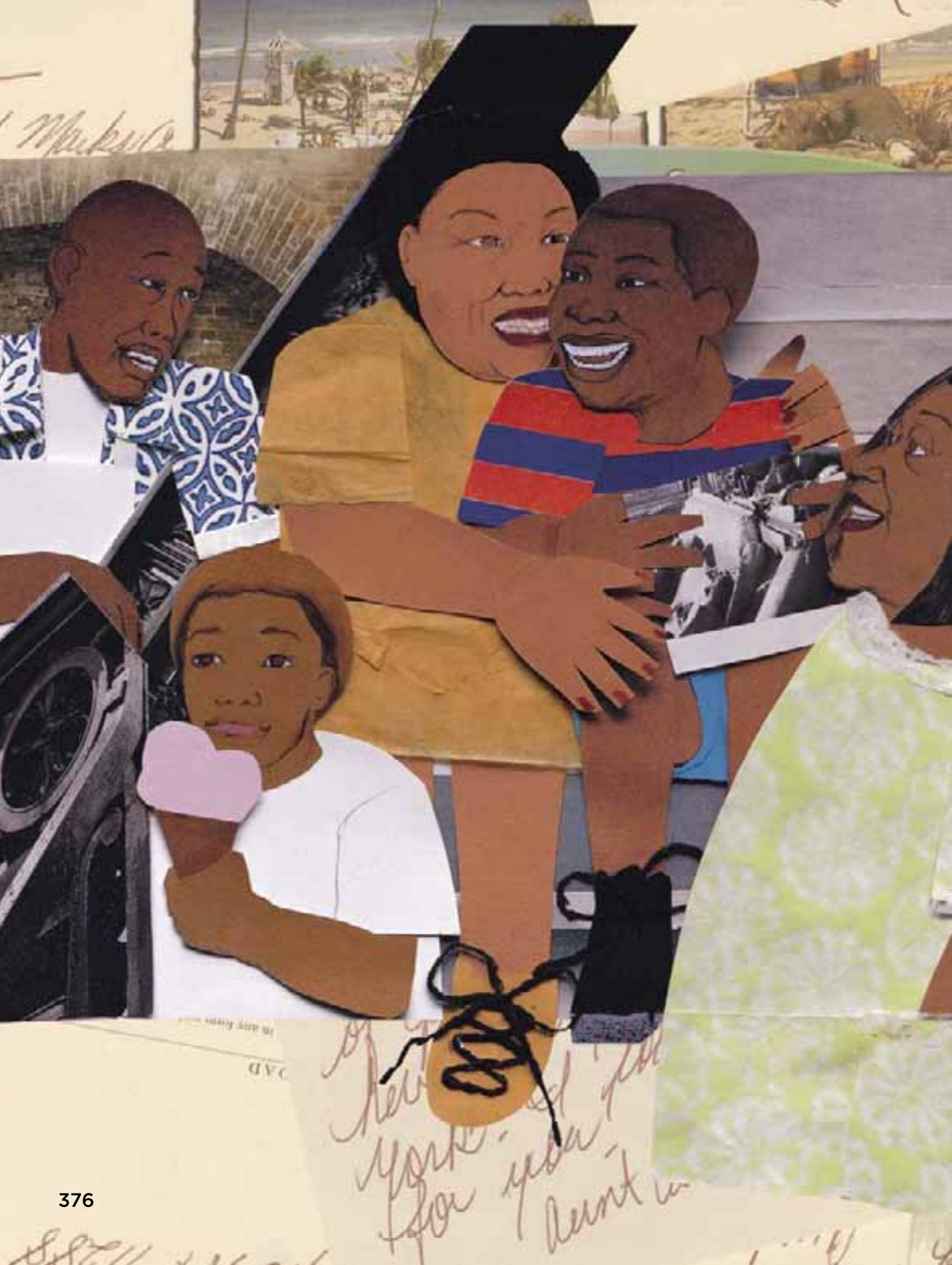
The JONES FAMILY EXPRESS

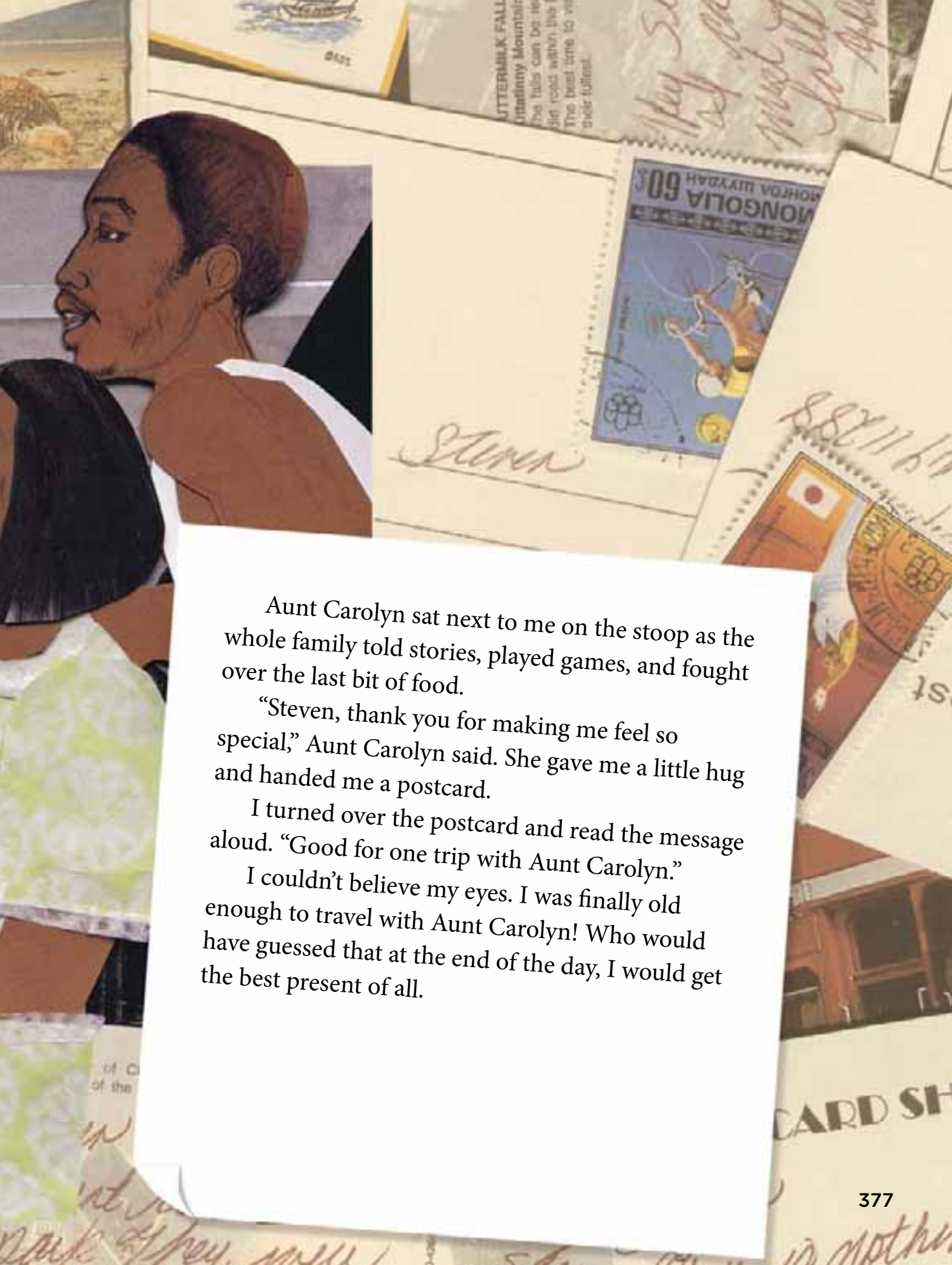
Chicago, regularly visited attractions of

POST CARD SHOP

Steven
I want to know
what they were
having some kind
of...

Steven
There is nothing
riding a horse
this...



A collage of various items including a painting of a man's profile, a postage stamp from Mongolia, a Japanese postcard, and handwritten letters.

Aunt Carolyn sat next to me on the stoop as the whole family told stories, played games, and fought over the last bit of food.

"Steven, thank you for making me feel so special," Aunt Carolyn said. She gave me a little hug and handed me a postcard.

I turned over the postcard and read the message aloud. "Good for one trip with Aunt Carolyn."

I couldn't believe my eyes. I was finally old enough to travel with Aunt Carolyn! Who would have guessed that at the end of the day, I would get the best present of all.



A Postcard from Javaka Steptoe



Javaka Steptoe got the idea for this story from his grandmother. She had an operation and could not go out. Javaka asked a traveling friend to send her postcards from different places to make her feel better. Javaka often uses experiences from his own life in his books. He especially likes to write and illustrate stories about families. He wants readers to open his books and find something that reminds them of their own families.



Other books by Javaka Steptoe:
Hot Day on Abbott Avenue and
In Daddy's Arms I Am Tall



Find out more about Javaka Steptoe
at www.macmillanmh.com

Author's Purpose

Fiction authors often write to entertain and inform. Why did Javaka Steptoe write this story? What details from *The Jones Family Express* help you understand his purpose for writing?



Comprehension Check

Summarize

Summarize the plot of *The Jones Family Express*. Use your Inference Chart to tell about Aunt Carolyn's personality.

Clues	Inference

Think and Compare

1. How do you think Steven and Aunt Carolyn feel about each other? How can you tell? Use your Inference Chart to gather clues. **Visualize: Make Inferences**
2. Reread page 374 of *The Jones Family Express*. What makes Steven's train more special than an ordinary picture of a train? Use story details in your answer. **Evaluate**
3. Would you enjoy traveling with Aunt Carolyn? Explain your answer. **Apply**
4. Why do you think some people would enjoy a personally handmade present more than an **expensive** store-bought present? **Evaluate**
5. Read "My Winter Vacation" on pages 354-355. How does the journal writer seem to feel about her family? How does it compare to the way Steven feels about his family? Use details from both selections in your answer.

Reading/Writing Across Texts



The JONES FAMILY EXPRESS

Social Studies

Genre

How-To Articles explain how to do or make something.



Text Feature

Directions help you follow the steps in a process. For example, driving directions are numbered steps that help drivers find their way.

Content Vocabulary

identification
destination

TIPS FOR TRIPS

by Lauren Eckler

Do you want to take the best trip ever? Then you have to plan. Good trips become great trips when you remember one important rule: be prepared.

Packing

Start several days before you leave, so you have time to think of everything you'll need. Make a list of things you want to bring and check items off as you pack. Don't forget to bring directions as well as **identification** that shows your name and home address or phone number.

Preparing

Read about where you are going. Find library books on your **destination** or type the name of the place into an Internet search engine. Add words about your interests, such as "water park" or "whale watching," to find things you would like to do.





Reading Directions

Read these numbered driving directions in order. The distances tell how long to stay on each road.



Directions

1. Turn RIGHT out of HAPPY HOTEL.
2. Turn LEFT onto KNOTT AVENUE.
3. Turn RIGHT onto LINCOLN AVENUE.
4. Turn RIGHT onto EAST WARDLOW ROAD.
5. End at FLYHIGH AIRPORT.

Distance

- 0.6 miles
0.5 miles
5.1 miles
1.8 miles

TRIP TIME: About 16 minutes

TOTAL DISTANCE: 8.0 miles

Read directions to the driver one step at a time. Include the distances. For example, say: "Go 0.6 miles. Then turn left onto Knott Avenue."

Connect and Compare



- 1 Look at the driving directions. What does the driver do first? How long should the trip take? **Reading Directions**
2. What do you think is the best advice in this article? Explain your answer. **Evaluate**
3. Think about this article and *The Jones Family Express*. How do you think Aunt Carolyn prepares for her trips? **Reading/Writing Across Texts**



Social Studies Activity

Create packing directions for kids to follow for a fun trip. Include tips on the best travel games and emergency supplies.



Find out more about travel at www.macmillanmh.com

Write a Dialogue

Writer's Craft

Dialogue

Writers use **dialogue** to add details about characters. Quotation marks are used around dialogue. If there are more words in the sentence after the dialogue, the dialogue often ends with a comma.

I wrote realistic dialogue that adds details about my characters.

I punctuated my dialogue correctly. I used quotation marks around the characters' words.

Surprise, Surprise!

by Vincent L.

Joseph and Francine were planning a surprise party for their mother.

→ "She will be back in an hour," said Joseph, looking worried.

→ "Relax," Francine replied. "The cake is on the table. The sign and balloons are up, and everyone will be here soon."

Just then, they heard a knock. "Great. They are here!" Joseph shouted. He ran to the door. "Oh, no!"

It was their mother. "I forgot my key," she said, looking around at the party scene. "Well, this is a surprise!"



Your Turn

Write a dialogue between characters in a family.

Be sure to use quotation marks and commas correctly. Use the Writer's Checklist to check your writing.



Writer's Checklist

- ☐ **Ideas and Content:** Is the **dialogue** believable?
- ☒ **Organization:** Does the order of the conversation make sense?
- ☒ **Voice:** Are these characters interesting?
- ☒ **Word Choice:** Did I choose words that these characters would really use?
- ☒ **Sentence Fluency:** Do my characters speak the way real people do?
- ☒ **Conventions:** Did I use quotation marks and commas correctly in my dialogue? Did I use the right tenses for verbs? Did I check my spelling?

Your Turn

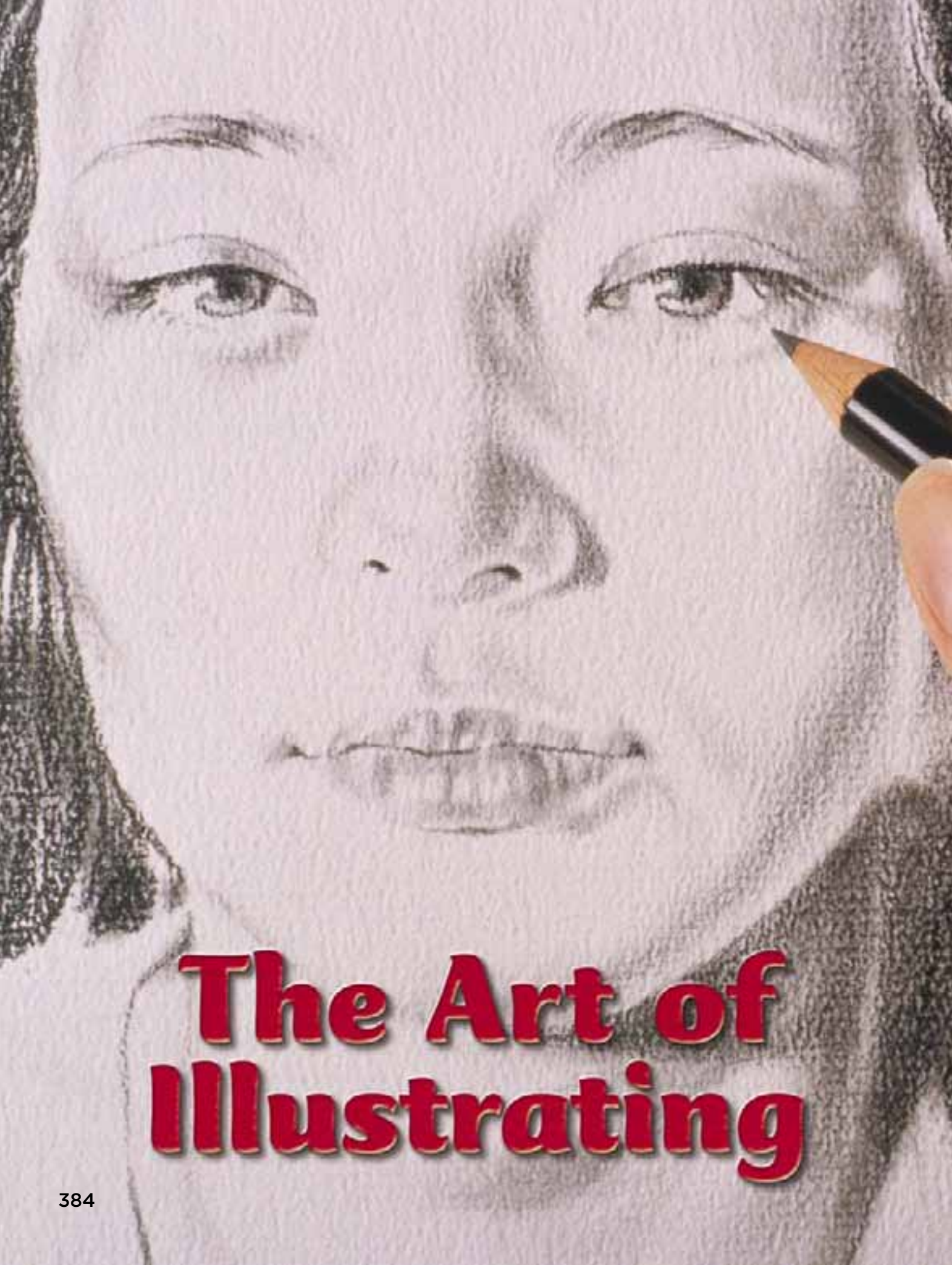
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Writer's Checklist

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The Art of Illustrating



Talk About It

Illustrations can tell a story without words. What are some things you have illustrated?



Find out more about illustrating at

www.macmillanmh.com

Vocabulary

instance

textures

illustrate

sketches

style

suggestions

Context Clues

Sentence Clues are words that help you figure out the meaning of other words.

Make *sketches* with a pencil first, so your painting will look great in the end.



Cave painting found in Lascaux, France

DRAW!

by Jesse Howes

Artists draw on different types of materials. For **instance**, artists have used walls, paper and computer.

CAVE DRAWINGS

The first paintings of horses and other animals were found on cave walls. Scientists think they were made 30,000 years ago.

Why did people **illustrate** cave walls? Before there was paper, artists used what they had—rock!

DRAWING ON PAPER

Paper was invented about 2,000 years ago. Depending on what it's made of, paper can have a unique **style** with different colors and **textures**. It can be plain white or a pattern of different colors, and smooth or bumpy. Plus, it's easier to carry than cave walls!



ANIMATION

About 100 years ago, artists used flipbooks to make moving pictures. Flipbooks have **sketches** placed one on top of the other. Each sketch is a bit different. When the pages are flipped, the drawings seem to move. Next, a camera was used to take pictures of the drawings to make a film.

Today, some artists use computers to draw. They can even draw special effects for video games. Illustration has come a long way in 30,000 years!

TRY IT YOURSELF

Need **suggestions** on what to do in your free time? Make a flipbook. Then, record the pages being flipped on camera, so you can watch it like a movie.



Reread for Comprehension

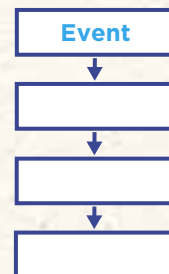


Analyze Text Structure

Sequence

Some articles are organized in time order. Clue words that show events in sequence, such as *first*, *next*, *then*, *after that*, *finally*, *later*, *today*, and *at the same time*, can help you analyze the text structure.

A Sequence Chart helps you identify sequence by placing events or actions in the order that they take place. Reread the selection to find the sequence of events.



Comprehension

Genre

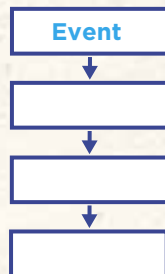
Narrative Nonfiction is a story about actual events, living things, or people.



Analyze Text Structure

Sequence

As you read, use your Sequence Chart.



Read to Find Out

How do illustrators decide what art to create for a book?



What Do Illustrators Do?



written and illustrated by
EILEEN CHRISTELOW



What do illustrators do?
They tell stories with pictures.

This picture shows where
two illustrators live and work.

Suppose those two
illustrators each decided
to **illustrate** *Jack and the
Beanstalk*. Would they tell
the story the same way?
Would they draw the same
kind of pictures?





First, illustrators decide which scenes in the story they want to illustrate ...

A plan shows which pictures go on which pages.

After illustrators make a plan for their book, they need to make a dummy. (A dummy is a model of the book.) First they decide what shape and size the book will be.

Then they make **sketches** of the pictures that will go on each page of the dummy.

The first sketches are often rough scribbles on tracing paper.



Sequence

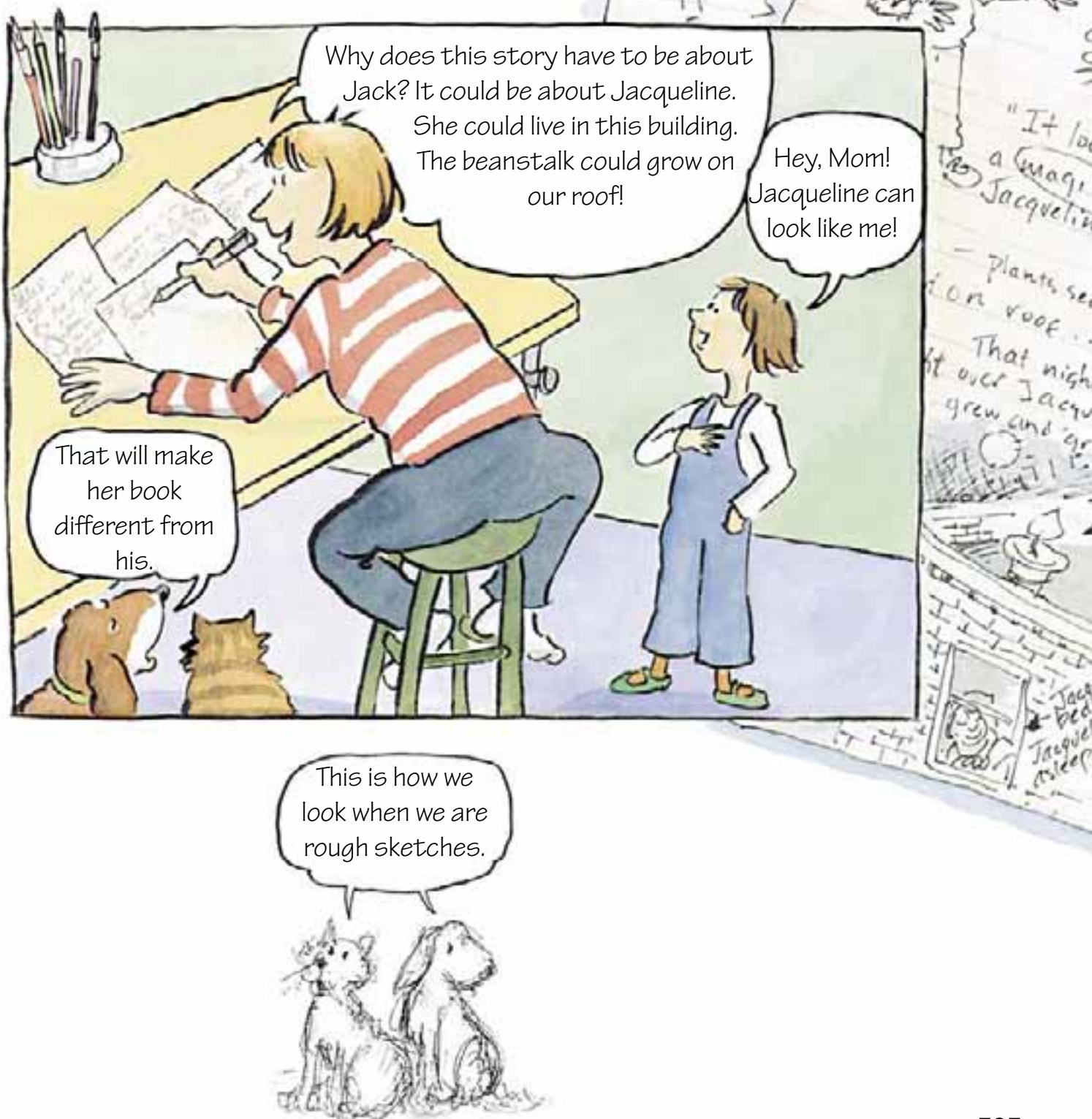
What do illustrators do first?
What do they do next?

As they are sketching, illustrators need to decide how things will look: the characters, their clothes, the setting.

Illustrators can use their imaginations or they may have to do some research.



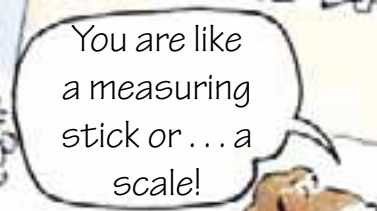
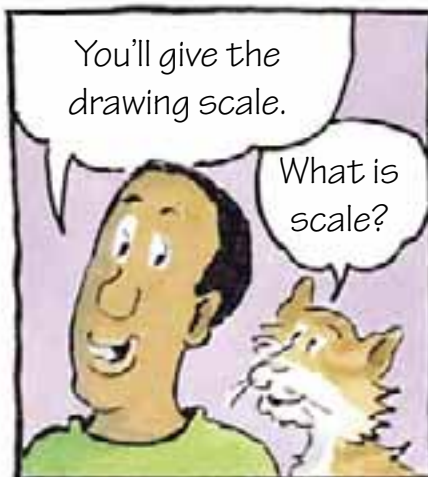
Some illustrators are also authors. They can change their story as they work on the sketches.



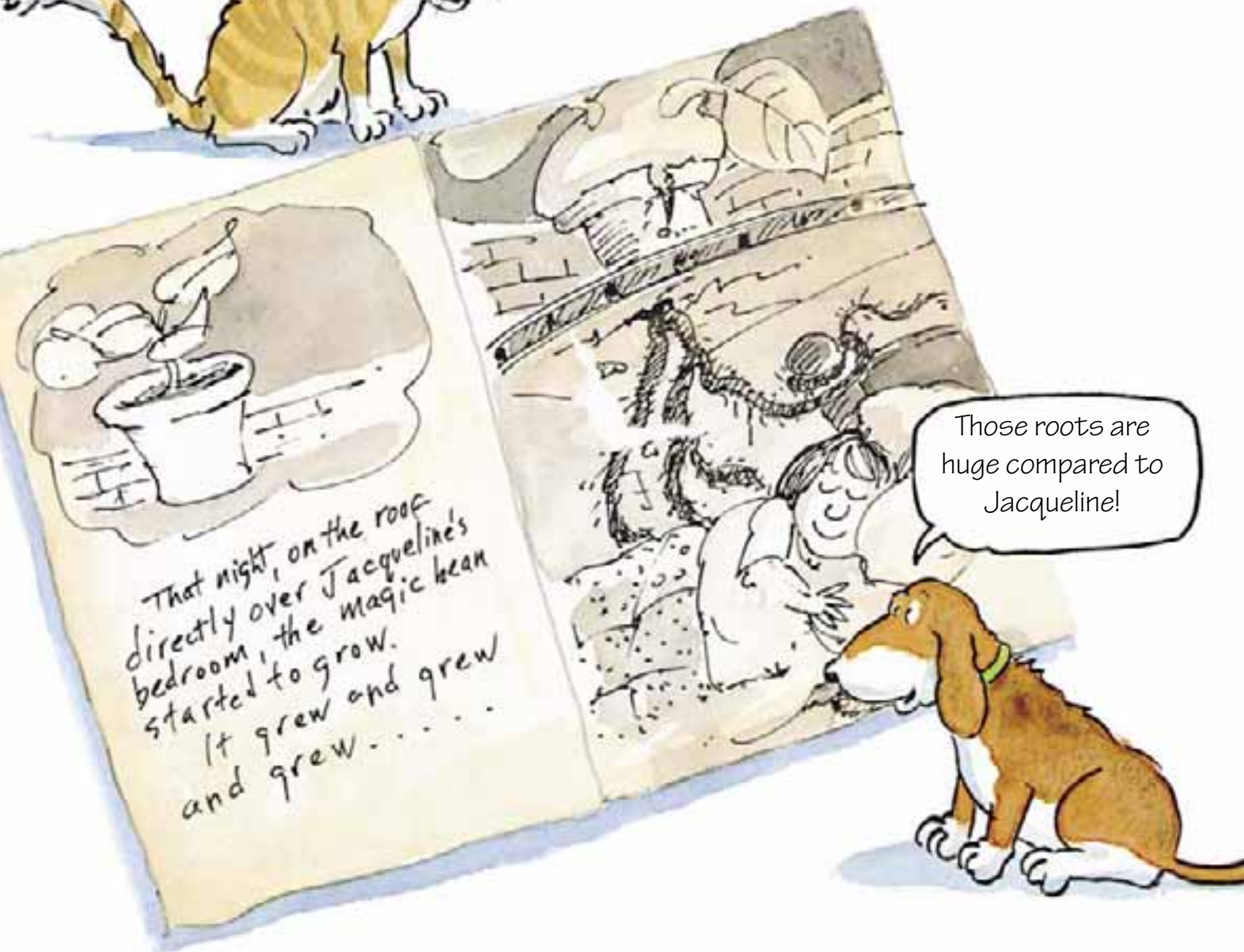
Each illustration has a different problem. For **instance**: From what point of view do you draw the magic bean being planted?



How do you draw a beanstalk so it looks like it's growing?



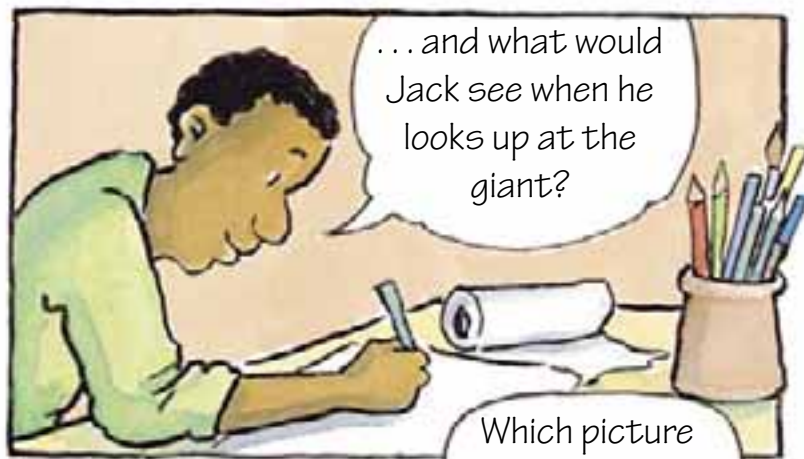
There is usually more than one way to solve the same problem.

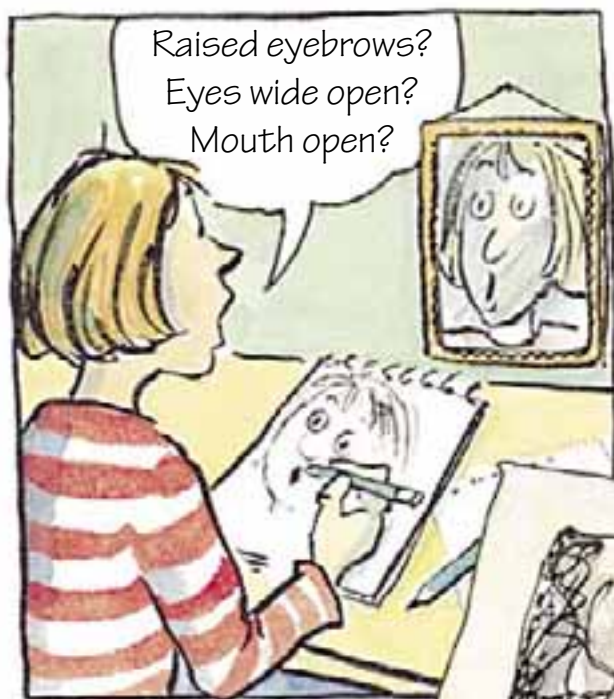


Here is another problem: How do
you make a beanstalk look really TALL?



If the giant doesn't look BIG enough or SCARY enough, the illustrator will draw that picture again.





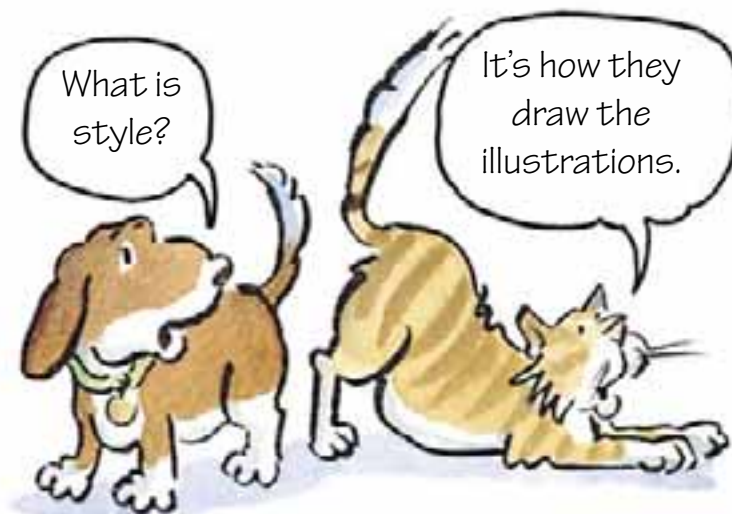
How would it feel to run across a table right under the nose of a sleeping GIANT?

Illustrators need to draw how their characters feel. (Sometimes they make faces in a mirror to see how an expression would look.)

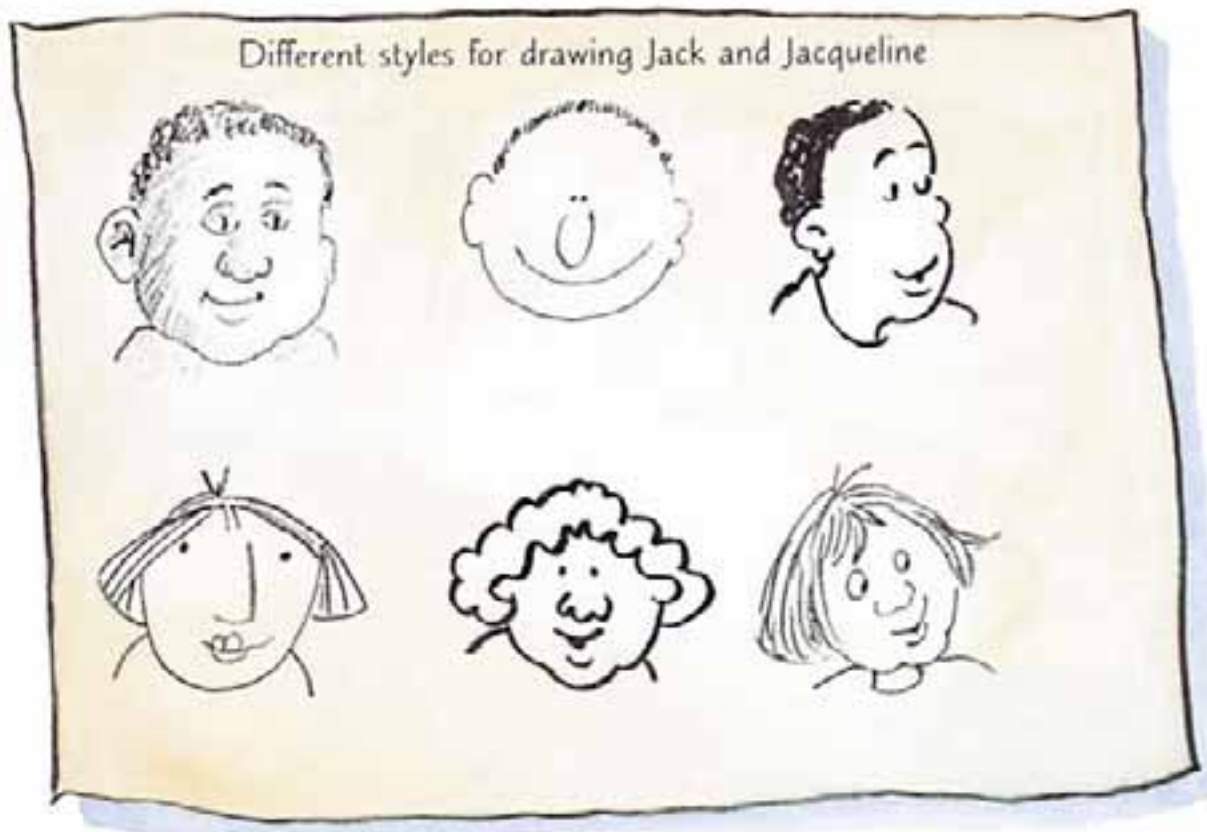


Sometimes illustrators need
someone else to model for them.





Each illustrator has a different **style** of drawing, just as every person has a different style of handwriting.



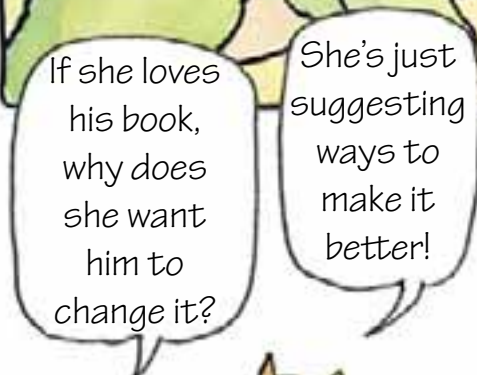
When illustrators have finished their dummies, they show them to the editor and the designer at the publishing company.

The editor decides whether the pictures tell the story.



The designer makes **suggestions** about the design of the book.

She chooses the typeface for the words and the cover.



Sequence

What happens after the dummy is finished?

Illustrators need to decide how they want to do the finished illustrations.

They can draw different kinds of lines and **textures** with different kinds of tools.



pencil



brush



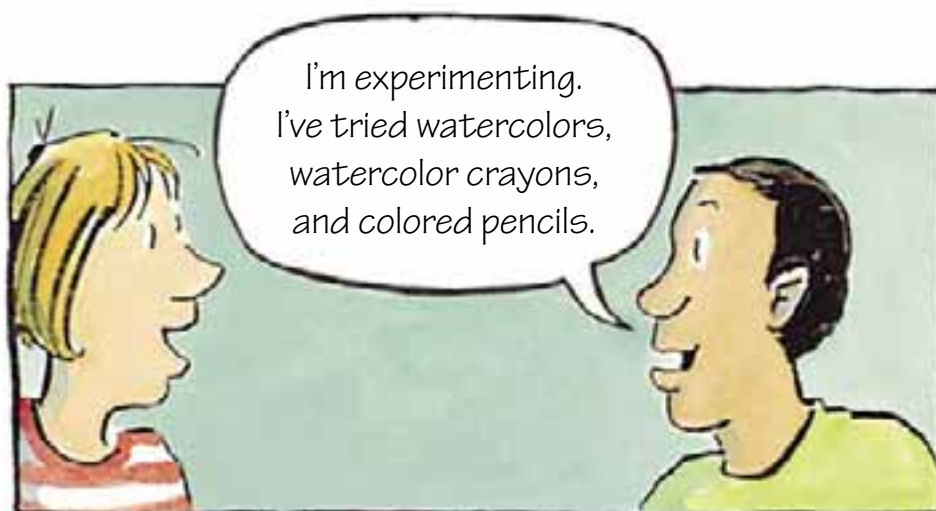
pen with
flexible point



felt tip pen

They can color their illustrations with
paint, pastels, pencils, or crayons ...

They can do an illustration without any
black line at all!



watercolors



watercolor crayons



colored pencils



Illustrators need to choose the paper they want to use for their finished illustrations.

Some papers are good for watercolor, others for pastel, others for pencil ... Some are smooth. Some are textured.



Sometimes illustrators throw away their pictures and start again.

Sometimes they change the colors.

Or they may change the composition.

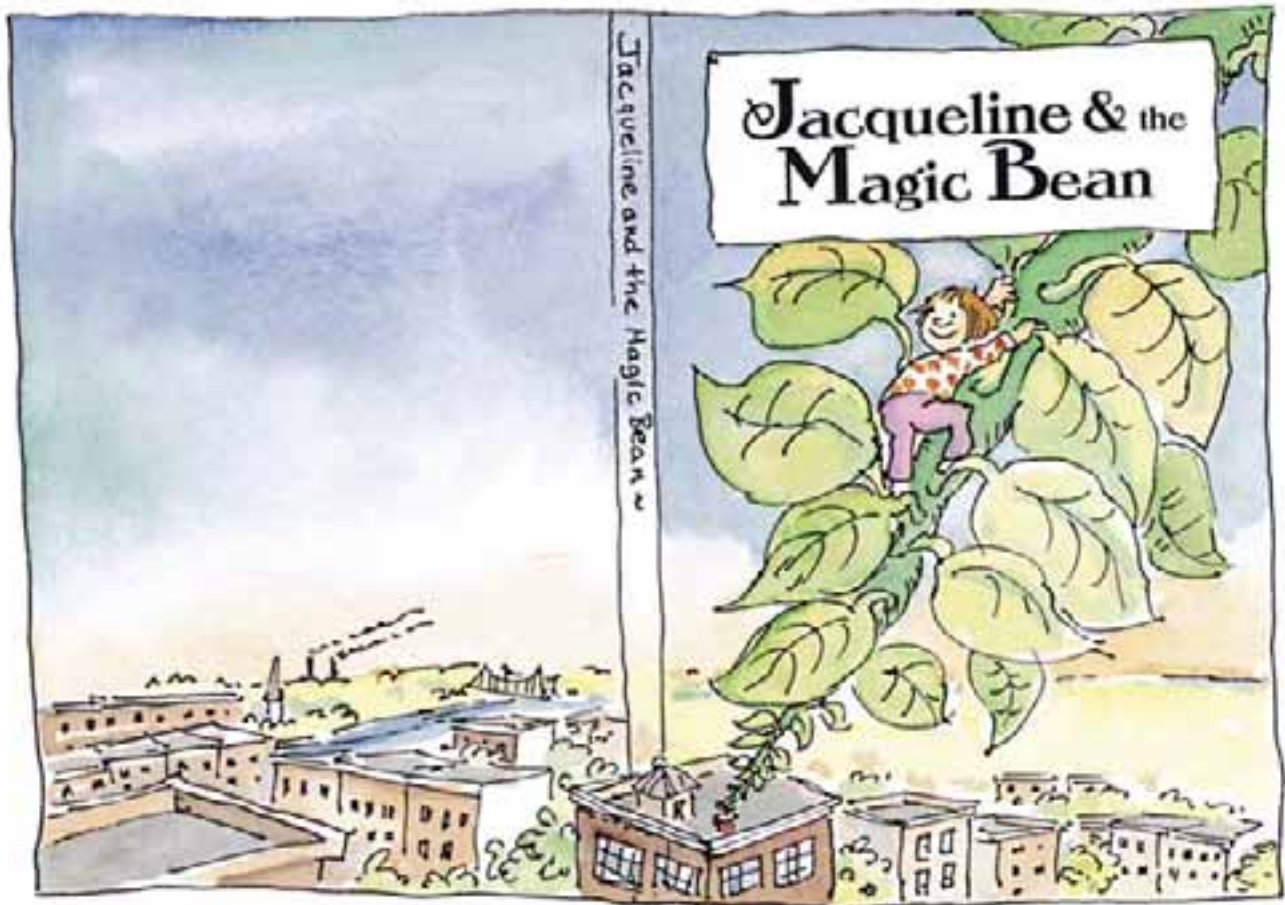
It can take months to finish all the illustrations for a picture book.



Before they are sent to the publisher, they need to be checked to make sure nothing is left out.



Illustrators often do the cover of the book last. The cover tells a lot about a story:
What is it about? Does it look interesting?





The cover is a clue to how the illustrator will tell the story.

Would these covers make you want to read the books?



What Does Eileen Christelow Do?



Eileen Christelow had a very strange dream when she was just three years old. She dreamed she could read! In first grade, she really did learn to read. From then on, Eileen's nose was almost always in a book.

As Eileen grew up, she discovered art and photography. She liked to look at children's books and thought about writing and illustrating her own. After a lot of hard work, Eileen's first book was published. Eileen gets her story ideas from newspapers, the radio, and even conversations.



Other books by Eileen Christelow: *Five Little Monkeys Jumping on the Bed* and *What Do Authors Do?*



Find out more about
Eileen Christelow at
www.macmillanmh.com

Author's Purpose

Did Eileen Christelow write to entertain, inform, or persuade readers? What clues help you to determine why she wrote *What Do Illustrators Do?*



Comprehension Check



Summarize

Use your Sequence Chart to help you summarize *What Do Illustrators Do?* Tell the steps of illustrating a book in the correct order.

Event
↓
↓
↓

Think and Compare



1. What happens just before an illustrator makes dummy **sketches**? **Analyze Text Structure: Sequence**
2. Reread page 393 of *What Do Illustrators Do?* What is the main difference between an illustrator and an author who is also an author? **Analyze**
3. Which illustrator's book would you enjoy more: the traditional story or the version that stars Jacqueline? Give reasons for your answer. **Evaluate**
4. How would you apply what you have learned to illustrate your own story? Explain your answer. **Apply**
5. Read "Draw!" on pages 386-387. How is the way it's written similar to *What Do Illustrators Do?* How are the two stories different? Use details from both selections in your answer. **Reading/Writing Across Texts**



Fine Arts

Genre

Nonfiction Articles give information about real people, places, or things.

Text Feature

Interviews are questions and answers aimed at gathering information.

Content Vocabulary

animators **storyboard**
technology **3-D**
script

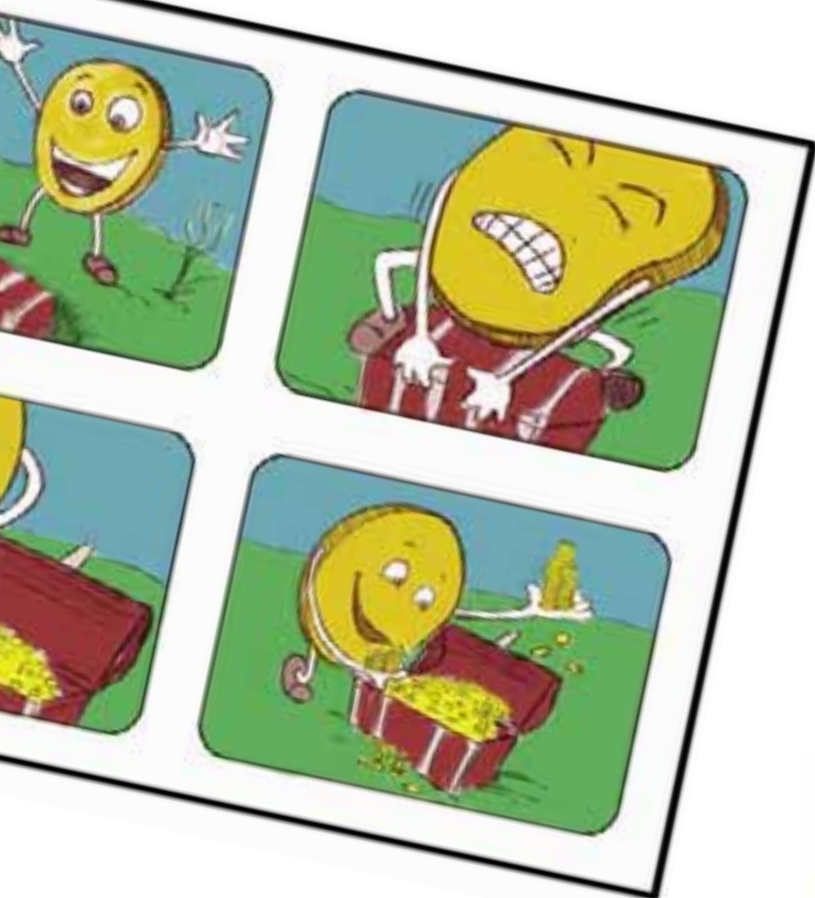
Jobs in Animation

by Lisa Soo

Animators are artists.

Their drawings seem to come to life because the characters move in their animation. Once upon a time, animators only worked on movies. They drew pictures on cards that were flipped in front of the camera to make the characters move. Then computers came along. This new **technology** helps animators draw, color, and move their creations better than ever before!





Today some animators still draw by hand. It takes thousands of drawings to make an animated film this way. There's a lot more to animating than just drawing. It takes a whole team to get the job done. There are people who write the story and people who draw. Others fill in color or add sound.



Reading an Interview

An interview is a written record of a conversation. Speaker tags show who is talking.

An Interview with an Animator

Speaker Tag

INTERVIEWER: Where do you get ideas for your characters?

BILL FRANCIS: That's the fun part! You get to make them up, unless the job already comes with some ideas.

INTERVIEWER: Where do you do your work?

BILL FRANCIS: I do all my work on the computer. Different programs help me create the drawings. Others help me see how they work together.



INTERVIEWER: Do you make games, too?

BILL FRANCIS: I do, but only the 2-D type. 3-D looks great, but it sure is work!

INTERVIEWER: What's the best part of your job?

BILL FRANCIS: Seeing the project get done. Seeing how the sound, FX, and animation all work together.

Speaker Tag

Telling the Story

It all starts with a story. A director usually comes up with an idea. Then a writer writes a **script**. This tells how the characters, settings, and events take shape. Next comes the **storyboard**. An artist draws the story and puts the pictures up on large boards. Then the writer puts the words with the pictures.

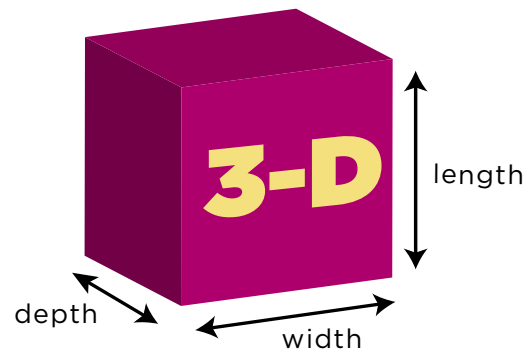
Drawing and Coloring

Animators draw the characters. They also draw any important moving objects. Some animators have helpers who draw tiny details like snowflakes.

When animators draw on a computer, they use a tool called a wand. The animator points the wand at the screen and “draws.”

Computers also allow animators to easily create **3-D**, or three-dimensional, artwork. In real life, we also see things in 3-D. That means we can see the length, width, and depth of things. When you see a drawing on paper, you are looking at only two dimensions: length and width. That’s why drawings on paper don’t seem real!

The 3 Dimensions



Background Artists

Some artists draw only the story’s setting, or background art. Others work only on the colors. They review the colors animators have used, and they make sure the same shades of colors are used so each picture matches the others.



Finishing the Job

The sound team hires actors to be the voices for the characters. The actors read from the scripts. Their voices are recorded and replayed to match the animated pictures. Other members of the sound team add sound effects, such as ringing bells and music.

The drawings, color, story, voices, and music come together in the end to make an animated film. Whether it's a half-hour cartoon or a feature-length movie, you can be sure that a lot of people worked hard to get it to your screen.



Connect and Compare

1. Reread the interview on page 413. Name three things you learned about Bill Francis's job. **Reading an Interview**
2. Based on what you read, what would you enjoy about being an animator? **Evaluate**
3. Think about *What Do Illustrators Do?* and this article. How are the jobs of illustrator and animator alike? How are they different? **Reading/Writing Across Texts**



Fine Arts Activity

Think about an idea for a cartoon character. Draw it on paper or on a computer. Make sure to give your character a name.



Find out more about animation at
www.macmillanmh.com



Writer's Craft

Mood

To create the **mood** when you write a play scene, choose precise words your characters would really use. Think about what your characters are like and where and when they live.

I wrote a play scene for the fairy tale "Rumpelstiltskin." The mood is sad at first.

I chose precise words that fairy tale characters from long ago would say.

Write a Scene for a Play

The Miller's Daughter

by Kim R.

Rumpelstiltskin finds the miller's daughter crying in a room full of straw.

Little Man: Why are you sitting and crying at your spinning wheel?

Girl: My father told the king I can spin straw into gold, but I do not know how.

Little Man: Goodness me! What did the king say, my dear?

Girl: I must do it by sunrise, or he will put my loyal father in jail.

Little Man: I can help.

What will you give me?

Girl: I'll give you my necklace.



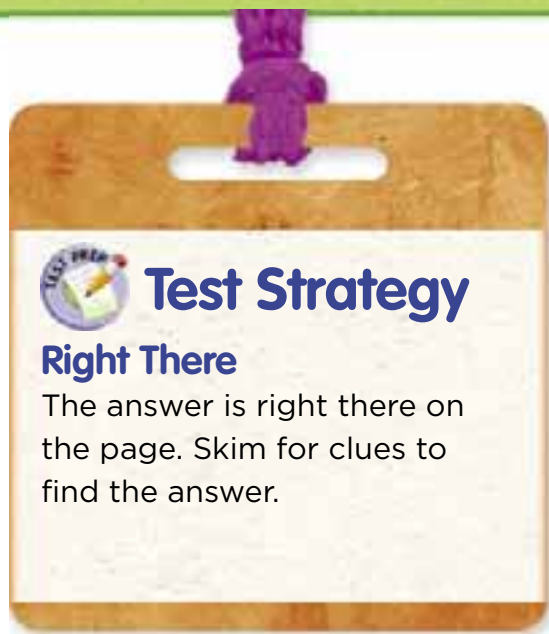
Your Turn

Choose a fairy tale character with a career or talent, and write a play scene. Write one or two sentences that tell where the scene takes place. Then write the name of each speaker followed by the speaker's words. Be sure to choose words that fit your characters and set the right mood. Use the Writer's Checklist to check your writing.



Writer's Checklist

- ☒ **Ideas and Content:** Did I choose an interesting part of the story for my scene?
- ☒ **Organization:** Did I briefly set the scene?
- ☒ **Voice:** Does my interest in this scene show?
- ☐ **Word Choice:** Did I choose precise words that create the **mood** I want?
- ☒ **Sentence Fluency:** Do the characters' words sound good when I read them out loud?
- ☒ **Conventions:** Did I use colons after the speakers' names? Did I combine sentences that have the same subject? Did I check my spelling?



Design Your Own Journal

by Samantha Gray

Journal writing can be a lot of fun. You can write about your feelings and things that are important to you. You can describe interesting, happy, and even sad experiences. Your journal will be filled with memories that you can read again and again.

To make your journal special, design it yourself! Here are some directions for making your own journal and the covers that will protect it. Follow the steps in order. Soon, you'll have a journal that's made by you and tells all about you.



What You'll Need

- 10–15 sheets of white or colored paper
- two pieces of thin cardboard
- ruler
- scissors
- glue
- binder clips
- stapler
- markers, crayons, paints, colored pencils
- decorations, such as shells, yarn, stickers, and photos

Make Your Journal Covers

- 1 Place a sheet of paper on each piece of cardboard.
- 2 With a pencil, trace straight lines around the paper's edges.
- 3 Cut along the lines. These pieces of cardboard will become the covers of your journal.



Answer Questions

Bind Your Journal

- 4 With a pencil, draw a faint, vertical line along the left edge of the cover.
- 5 Stack the paper for the journal pages between the two cardboard covers. Use binder clips to hold the papers together neatly.
- 6 Staple along the pencil line. This will hold your journal together.



Decorate Your Journal

- 7 Now it's time to be creative! Decorate the front and back covers of your journal. Use markers, crayons, paints, or colored pencils to add pictures or words to your covers. You could also glue on shells, yarn, stickers, or photos. Choose decorations that are special to you. Now your journal is ready.



Tip

Skim for clues.

Directions: Answer the questions.

- 1. The directions say to draw a faint line on the cover. What is the purpose of this line?**
 - A** to show you where your name goes
 - B** to show you where to glue
 - C** to show you where to staple
 - D** to show you where to decorate
- 2. What is the first thing to do when making a journal?**
 - A** Decorate the journal cover.
 - B** Paint the cardboard for the covers.
 - C** Make the journal covers.
 - D** Bind the journal pages and covers.
- 3. What is the BEST reason for making a cardboard cover?**
 - A** to protect your journal
 - B** to hold the staples
 - C** to practice cutting
 - D** to win a prize
- 4. Why do you think it is important to choose decorations that are special to you?**
- 5. Why are there headings in the directions? Why are there pictures? Use examples to support your answers.**

Writing Prompt

Think about something that happened this week. Write a one- or two-paragraph journal entry describing your experience. Include details to explain what happened and how it made you feel.

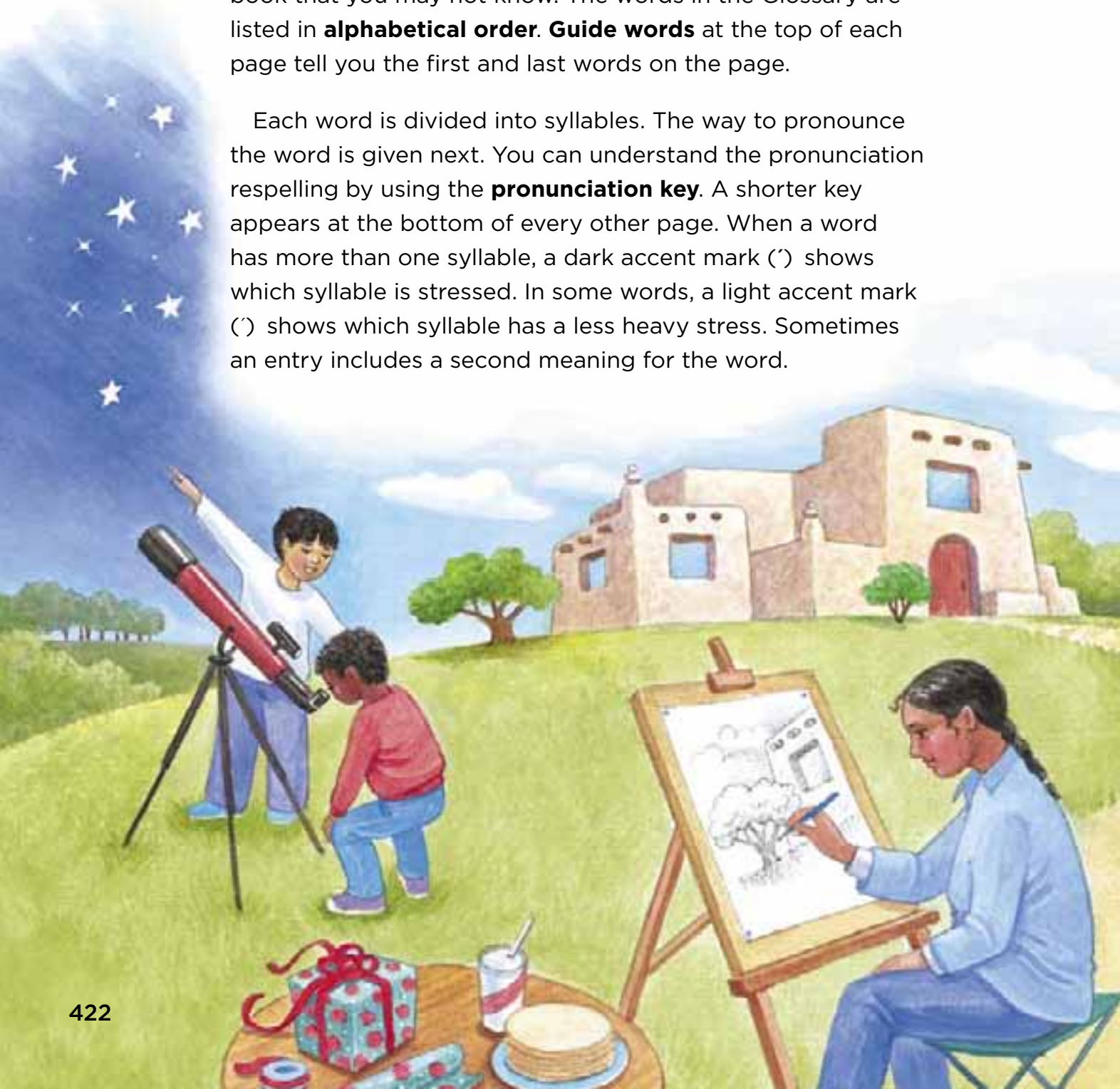


Glossary

What Is a Glossary?

A Glossary can help you find the **meanings** of words in this book that you may not know. The words in the Glossary are listed in **alphabetical order**. **Guide words** at the top of each page tell you the first and last words on the page.

Each word is divided into syllables. The way to pronounce the word is given next. You can understand the pronunciation respelling by using the **pronunciation key**. A shorter key appears at the bottom of every other page. When a word has more than one syllable, a dark accent mark (ˈ) shows which syllable is stressed. In some words, a light accent mark (ˊ) shows which syllable has a less heavy stress. Sometimes an entry includes a second meaning for the word.

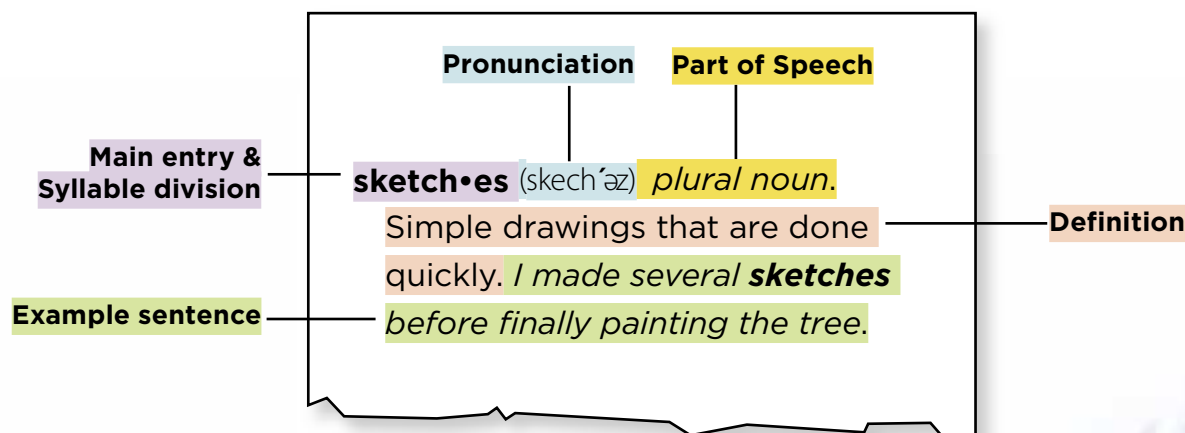


Guide Words

First word on the page

Last word on the page

Sample Entry



Pronunciation Key

Phonetic
Spelling

Examples

a	at, bad, plaid, laugh
ā	ape, pain, day, break
ä	father, calm
âr	care, pair, bear, their, where
e	end, pet, said, heaven, friend
ē	equal, me, feet, team, piece, key
i	it, big, give, hymn
ī	ice, fine, lie, my
îr	ear, deer, here, pierce
o	odd, hot, watch
ō	old, oat, toe, low
ô	coffee, all, taught, law, fought
ôr	order, fork, horse, story, pour
oi	oil, toy
ou	out, now, bough
u	up, mud, love, double
ū	use, mule, cue, feud, few
ü	rule, true, food, fruit
ù	put, wood, should, look
ûr	burn, hurry, term, bird, word, courage
ə	about, taken, pencil, lemon, circus
b	bat, above, job
ch	chin, such, match

Phonetic
Spelling

Examples

d	dear, soda, bad
f	five, defend, leaf, off, cough, elephant
g	game, ago, fog, egg
h	hat, ahead
hw	white, whether, which
j	joke, enjoy, gem, page, edge
k	kite, bakery, seek, tack, cat
l	lid, sailor, feel, ball, allow
m	man, family, dream
n	not, final, pan, knife, gnaw
ng	long, singer
p	pail, repair, soap, happy
r	ride, parent, wear, more, marry
s	sit, aside, pets, cent, pass
sh	shoe, washer, fish, mission, nation
t	tag, pretend, fat, dressed
th	thin, panther, both
th	these, mother, smooth
v	very, favor, wave
w	wet, weather, reward
y	yes, onion
z	zoo, lazy, jazz, rose, dogs, houses
zh	vision, treasure, seizure

Aa

ac-cept-ance (ak sep'təns) *noun*. An agreement to take something given or offered. *My sister learned of her **acceptance** to college yesterday.*

ached (ākt) *verb*. Had a dull and steady pain. *Hannah's tooth **ached** all day, so she went to the dentist.*

ad-dress-ing (ədres'ing) *verb*. Tackling a problem. *While she was **addressing** her homework, Tiffany heard that school was cancelled.*

ad-mire (ad mīr') *verb*. To respect or think well of someone or something. *The team had to **admire** the coach for never giving up.*

a-do-be (ədō'bē) *adjective*. Brick made of clay and straw and dried in the sun. *Some people in the southwestern United States live in **adobe** houses.*



ad-vised (ad vīzd') *verb*. Offered ideas about solving a problem. *The dentist **advised** me to brush more often to prevent cavities.*

a-gree-a-ble (əgrē'əbəl) *adjective*. Nice; pleasant. *The flowers in the room had an **agreeable** smell.*

aisles (īlz) *plural noun*. The space between rows of seats or rows of shelves at a store. *My teacher asks us to keep the **aisles** free of backpacks.*

an-i-ma-tors (an'əmə'tərz) *plural noun*. Artists or technicians who draw and produce cartoons. *Many **animators** today use computers to bring their drawings to life.*

an-nounced (ənəunst') *verb*. Told something in a loud or official way. *The winners of the writing contest were **announced** at the assembly.*

an-nu-al (an'ū əl) *adjective*. Happening once a year. *Every July 4, my family holds an **annual** family reunion.*

ap-pe-tite (ap'i tīt') *noun*. A desire for food. *On the first day of school, I usually have no **appetite** for breakfast.*

at·tracts (ə'træktʃ) *verb*. Draws or pulls, either by physical force or by gaining the attention or admiration of. *Because of his loud laugh, Jaime always **attracts** the attention of strangers.*

Bb

ban·quet (bæŋ'kwɪt) *noun*. A large meal presented for an important event or date. *My soccer team has a **banquet** at the end of the season.*

Word History

Banquet comes from the Old French word *banc*, meaning “little bench.” From there, it progressed to “meal taken on the family workbench” and then it became “feast.”

both·er·ing (boʊ'tər'ɪŋ) *verb*. **1.** Giving someone trouble or annoying them. *Henry's need to talk while watching TV was **bothering** Maria.* **2.** Taking the time to do something. *My dad said no without even **bothering** to look up from the paper.*

bright·ness (brɪt'nes) *noun*. The amount of light given off by something. *The **brightness** of certain stars depends partly on how far they are from Earth.*

Cc

chal·lenge (tʃəl'æŋj) *noun*. Something calling for work, effort, and the use of one's talents. *The math problem was a **challenge**, but Jan found the answer.*

cha·pa·tis (tʃəpə'tēz) *plural noun*. Flat, disk-shaped bread made in northern India. *It was the first time she'd eaten **chapatis**, but right away she knew she liked them.*



at; âpe; fâr; câre; end; mē; it; îce; pîerce; hot; ôld; sông; fôrk; oil; out; up; ūse; rûle; pûll; tûrn; chin; sing; shop; thin; this; hw in white; zh in treasure.

The symbol **ə** stands for the unstressed vowel sound in about, taken, pencil, lemon, and circus.

chuck-led (chuk'əld) *verb*. Laughed in a quiet way. *When the plan worked, Calvin **chuckled** to himself.*

com-mu-ni-cate (kəmyū'ni kāt') *verb*. To pass along or exchange information, thoughts, or ideas. *It is difficult to **communicate** with people who do not listen.*

com-put-er (kəm pū'tər) *noun*. An electronic device which stores and processes large amounts of information and is able to perform complicated mathematical tasks. *He used his sister's **computer** to look for information on the Internet.*

Word History

Computer comes from the Latin *com-*, which means "with," and *putare*, "to reckon." It first meant a person who works with numbers.

con-cen-trate (kon'sən trāt') *verb*. Pay attention or think very carefully about something being done. *If the TV is on, I find it hard to **concentrate** on anything else.*

con-tent (kən tent') *adjective*. Satisfied, happy. *The tables at the party were filled with food, but she was **content** with just a snack.*

con-ver-sa-tion (kon'vər sǎ'shən) *noun*. A talk between two or more people. *He always enjoyed their **conversation** whenever she came to visit.*

crack-le (krak'əl) *verb*. To make a series of small, sharp snapping noises. *I like to hear the wood **crackle** in the fireplace.*

cu-ri-os-i-ty (kyūr'ē os'ī tē) *noun*. An interesting or strange thing. *A typewriter is a **curiosity** in a world of computers.*

Dd

dan-ger-ous (dān'jər əs) *adjective*. Likely to cause harm; unsafe. *Playing in the street is **dangerous**.*

dark-ened (dār'kənd) *adjective*. Made or became darker or blacker, so there is less light. *The **darkened** room looked scary.*

dec-o-rat-ed (dek'ərāt'əd) *adjective*. Made to look better by adding pretty things to it. *The table was **decorated** with colorful flowers.*

den (den) *noun*. **1.** A place, often underground or in a cave, where wild animals live. *The bears crawl into their **den** each winter for a long sleep.* **2.** A small, cozy room for reading or studying. *Jane studies at her computer in the **den**.*



de-part (di pärt') *verb*. Leave or go away. *The bus will **depart** at 7:00 A.M.*

des-tin-a-tion (des'tənā'shən) *noun*. The place to which one is going. *They had already walked three miles, but their **destination** was still far ahead.*

dim (dim) *adjective*. Having or giving little light; not bright. *Once the sun had set, the room grew too **dim** for reading.*

dis-cour-aged (dis kûr'ijd) *adjective*. Having little or no hope. *Brad felt **discouraged** after losing the first race.*

down¹ (doun) *noun*. Fine, soft feathers. *During cold winter nights, the best way to stay warm is under a quilt filled with **down**.*

down² (doun) *adverb*. From a higher to a lower place. *The boy's mother told him to get **down** from the tree.*

down-stairs (doun'stârz') *adjective*. Down the stairs; on or to a lower floor. *The kitchen is **downstairs**, and the bedrooms are upstairs.*

Ee

eas-i-ly (ē'zəlē) *adverb*. Without problems or difficulties. *Heather studied her spelling words, so she **easily** got a perfect score on her quiz.*

at; âpe; fâr; câre; end; mē; it; îce; pîerce; hot; ôld; sông; fôrk; oil; out; up; ūse; rûle; pûll; tûrn; chin; sing; shop; thin; this; hw in white; zh in treasure.

The symbol **e** stands for the unstressed vowel sound in about, taken, pencil, lemon, and circus.

ech·oes (ek'ōz) *verb*. Repeats a sound.
*I can hear the bird's screech as it
echoes across the valley.*

Word History

In Greek mythology, **Echo** was a beautiful maiden whose longtime love for Narcissus caused her body to weaken so much that only her voice remained.

en·ter·tain·ment (en'tər tān'mənt) *noun*.
Something that pleases, amuses or interests, especially a performance or show. *His favorite type of **entertainment** was going to the movies.*

en·ve·lope (en'vəlop' or ən'vəlop') *noun*. A flat paper container often used for sending letters through the mail. *Put the letter in the **envelope** and write the address on the front.*

ex·cite·ment (ek sīt'mənt) *noun*. A feeling of being happy because something good has happened or will happen. *The class was full of **excitement** before the show began.*

ex·pen·sive (ek spen'siv) *adjective*.
Costing a lot of money. *A wonderful gift does not have to be **expensive**.*

Ff

far·ther (fär'thər) *adverb*. At a greater distance than something else. *The mountains were **farther** away than the river.*

far·thest (fär'thist) *adverb*. At the greatest distance away. *Maria lives **farthest** away from school.*

fierce (firs) *adjective*. Very strong or violent. *The **fierce** hurricane affected the whole state.*

fum·bled (fum'bəld) *verb*. Tried to get hold of or handled in a clumsy way. *I **fumbled** around in the dark for my glasses.*

Gg

gaze (gāz) *verb*. To look at for a long time. *I like to **gaze** at the ocean because the waves make me calm.*
noun. A long, steady look or stare. *Her curious **gaze** made him wonder if they knew each other.*

gnaws (nôz) *verb*. Bites something hard again and again in order to wear away little by little. *My dog **gnaws** on bones all day.*



guests (gests) *plural noun*. People who come to visit or eat a meal. *The **guests** arrived for the party just before dinner.*

Hh

health-y (hel'thē) *adjective*. Having, showing, or giving good health. *A **healthy** diet includes fruits and vegetables.*

heart-y (här'tē) *adjective*. **1.** Full of warmth, kindness, or enthusiasm. *They greeted her with a **hearty** welcome.* **2.** Big and satisfying. *It was the kind of **hearty** meal he expected after an hour of shoveling snow.*

home page (hôm'pāj) *noun*. The opening or main page of a Web site. *Her **home page** was filled with pictures from her latest trip.*

hud-dle (hud'al) *noun*. A group of people or animals close together. *The puppies were cold so they snuggled together in a **huddle**.* *verb*. To gather close together in a bunch. *During the winter fire drill, the students had to **huddle** up to keep warm.*

hy-per-links (hī'pər lings') *plural noun*. Highlighted text or graphics on a computer page which, when selected, direct users to a new page. *The Web page contained **hyperlinks** to a wide variety of interesting sites.*

Ii

i-den-ti-fi-ca-tion (ī den'təfi kă'shən) *noun*.

1. The act of identifying. *Improper **identification** by the witness meant the suspect would go free.* **2.** Proof or evidence of who a person is. *The video store clerk could not rent the movie to us without proper **identification**.*

at; âpe; fâr; câre; end; mē; it; îce; pîerce; hot; ôld; sông; fôrk; oil; out; up; ūse; rûle; pûll; tûrn; chin; sing; shop; thin; this; hw in white; zh in treasure.

The symbol **ə** stands for the unstressed vowel sound in about, taken, pencil, lemon, and circus.

il-lus-trate (il'əstrāt) *verb*. To draw a picture or diagram to explain or decorate something written. *The art teacher helped me **illustrate** my story.*



im-ag-es (im'ij əz) *plural noun*. Drawings, pictures, or other likenesses of persons or things. ***Images** of wildlife were painted across the museum's walls.*

im-proved (im prūvd') *verb*. Made or became better. *Her drawing ability had greatly **improved** since the last time he saw her.*

Word History

Improve is from the Middle English *improwen*, to enclose land for farming, and from Anglo-Norman *emprouwer*, to turn to profit.

in-crease (in krēs') *verb*. To make bigger or greater. *Each year, we **increase** the size of the garden by adding a row of plants.*

in-no-cent (in'əsənt) *adjective*. Not guilty; harmless. *The puppy looked **innocent**, but we knew she knocked over the cup.*

in-stance (in'stəns) *noun*. An example. *You might want to go to the park, for **instance**.*

in-tro-duce (in'trədüs', -dyüs') *verb*. To make acquainted or present by name. *The captain always likes to **introduce** himself to the ship's guests before the journey begins.*



Jj

jun-ior (jün'yər) *adjective*. The younger or smaller of two. *Ralphie was a **junior** version of his father, Clancy.*

Kk

kim·chi (kim'chē) *also* **kim·chee** *noun*.

Korean dish made of seasoned vegetables, such as cabbage or radishes, which are then fermented.

***Kimchi** is one of the most popular dishes in Korea, and most people there eat it every day.*

Ll

light-year (līt'yīr') *noun*. The distance that light travels through space in one year. *A star that is one **light-year** away is about 5,880,000 miles from us!*

Mm

main (mān) *adjective*. Most important.

*The book I needed for my science project was at the library's **main** branch.*

man·age (man'ij) *verb*. To succeed at doing something; be able to. *My mom did **manage** to stop the leak before too much water went onto the floor.*

meas·ure·ment (mez'h'ər mən't) *noun*.

Something found or shown by measuring. *The builder took a **measurement** of the land around the house.*

men·u (men'ū) *noun*. **1.** A list of all the articles and information on a Web site. *I used the Web site's **menu** to find the information I needed.* **2.** The list of items served at a restaurant. *There were a lot of tasty dishes on the **menu**.*

Nn

neigh·bor·hood (nā'bər hūd') *noun*. A small area or district in a town or city where people live. *Justine and Horatio were surprised to learn that they both lived in the same **neighborhood**.*

at; āpe; fār; cāre; end; mē; it; īce; pīerce; hot; ōld; sōng; fōrk; oil; out; up; ūse; rŭle; pŭll; tŭrn; chin; sing; shop; thin; this; hw in white; zh in treasure.

The symbol **ə** stands for the unstressed vowel sound in about, taken, pencil, lemon, and circus.

nerv-ous (nûr'vəs) *adjective*. Not able to relax; tense or fearful. *Barking dogs make my aunt **nervous**.*

Word History

Nervous comes from the Latin word *nervosus*, meaning “sinewy” or containing nerves.

non-sense (non'sens) *noun*. Words or actions that are silly and make no sense. *The talk about a monster in the closet was **nonsense**.*

Oo

ob-jects (ob'jiks for noun; əb jekts' for verb) *plural noun*. Anything that can be seen and touched; things. *Tracey found a variety of **objects** that had been washed in by the tide.* *verb*. Presents an opposite argument. *Mr. McNiff **objects** to using garlic in the pasta sauce.*

ob-served (əb zûrvd') *verb*. Learned by studying someone or something. *The students **observed** the change in temperature over the past three weeks.*

off-spring (ôf'spring') *noun*. The young of a person, animal, or plant. *A lioness and her three **offspring** approached the waterhole, frightening off the other animals.*

Pp

pack-age (pak'ij) *noun*. Something put in a box, case, or container, or covered in paper. *A **package** arrived in the mail today.*



pas-sion (pash'an) *noun*. A very strong feeling or liking for something. *Love is a **passion**, and so is anger.*

pass-port (pas'pôrt) *noun*. An official government document that confirms one's identity as a legal citizen and allows for travel to other countries. *Marilyn had to get a **passport** if she wanted to go to Ghana.*

per-fect (pûr'fikt *for adjective*; pər fekt' *for verb*) *adjective*. Without a fault or mistake. *The weather was **perfect** for a day at the beach.* *verb*. To bring perfection or completion. *Anita wanted to **perfect** the book's design before it was printed.*

pho-to-graph (fō'təgraf') *noun*. A picture that is made with a camera. *I've learned to print a **photograph** from a computer.*



po-lite-ly (pəlīt'lē) *adverb*. In a way that shows good manners or consideration for others' feelings. *When my friend arrived, he greeted my parents **politely**.*

po-ten-tial (pəten'shəl) *noun*. Possibility to become something more. *The runners had great **potential**, but they would have to practice more.*



pre-dic-tions (pri dik'shənz) *plural noun*. Attempts at guessing beforehand. *Several **predictions** were made about who would win the science fair.*

pre-serve (pri zûrv') **1.** *noun*. A piece of land set aside to protect plants and animals. *I donated land to a **preserve** for wild horses.* **2.** *verb*. To keep from changing; to protect. *Neil was able to **preserve** his comic books by keeping them in sealed plastic bags.*

at; âpe; fâr; câre; end; mē; it; îce; pierce; hot; ôld; sông; fôrk; oil; out; up; ūse; rûle; pûll; tûrn; chin; sing; shop; thin; this; hw in white; zh in treasure.

The symbol **ə** stands for the unstressed vowel sound in about, taken, pencil, lemon, and circus.

prob-a-bly (prob'əblē) *adverb*. Most likely to happen or be true. *Ms. Fine will **probably** come back to work on Wednesday.*

prop-er (prop'ər) *adjective*. Correct or suitable for a certain purpose. *My brother showed me the **proper** way to tie a necktie.*

Rr

rain-fall (rān'fōl') *noun*. The amount of rain, snow, sleet, or hail that falls on an area in a certain amount of time. *The annual **rainfall** for the town was the highest it had ever been.*



rep-u-tation (rep'yətā'shən) *noun*. What most people think of a person or thing. *Micheline's **reputation** as a speller has gotten better since she won the spelling bee.*

re-sort (ri zôrt') *verb*. To use or go to for help. *Lucy didn't want to **resort** to asking for directions.* *noun*. A place where people go for fun and relaxation. *Joseph wasn't sure if he could afford that **resort** in the Bahamas.*

Word History

The history of **resort** can be traced back through the Middle English word *resorten*, "to return," and the Old French *resortir*, which meant "to go out again."

re-store (ri stôr') *verb*. To bring back; establish again. *Mrs. Knox wanted to **restore** peace to the neighborhood.*

Ss

sat-is-fy (sat'is fī') *verb*. To be or give enough to meet a need, desire, or demand. *Joel has to **satisfy** all the requirements to earn a good grade.*

scratch (skrach) *verb*. **1.** To scrape or cut with something sharp, such as nails. *The cat liked to **scratch** the arm of the couch.* **2.** To cancel or strike out. *I was able to **scratch** milk off my grocery list.*

script (skript) *noun*. **1.** The text of a play, movie, or television show. *The **script** wasn't very long, so it would be easy for her to memorize the lines.*

2. A style of writing using cursive characters. *The boy had not learned how to write **script**, so he printed the words instead.*

se-cur-ing (si kyūr'ing) *verb*. Attaching or tying something so it doesn't move. *By **securing** the flashlight to the tent pole, he was able to read with both hands.*

shuf-fles (shuf'alz) *verb*. Walks without lifting the feet off the ground. *My little brother **shuffles** when he doesn't want to leave.*

side-bar (sīd'bär) *noun*. A column at the side of a Web page that has more information. *The story about the baby panda ran as a **sidebar** on the zoo's home page.*

sin-gle (sing'gəl) *adjective*. One. *Not a **single** person knew about the event.*

sketch-es (skech'əz) *plural noun*. Simple drawings that are done quickly. *I made several **sketches** before finally painting the tree.*

soared (sôrd) *verb*. Flew high in the air. *The hawk **soared** above the meadow.*

so-lar sys-tem (sô'lər sis'təm) *noun*. The sun and all the planets, satellites, and comets that circle around it. *Jupiter is the largest planet in our **solar system**.*



splen-did (splen'did) *adjective*. Very good or beautiful. *Some birds have **splendid** feathers of many colors.*

Word History

The word **splendid** comes from the Latin *splendere*, “to shine.”

at; âpe; fâr; câre; end; mē; it; îce; pîerce; hot; ôld;
sông; fôrk; oil; out; up; ūse; rûle; pûll; tûrn; chin;
sing; shop; thin; this; hw in white; zh in treasure.

The symbol **ə** stands for the unstressed vowel sound in about, taken, pencil, lemon, and circus.

star-ry (stă'rē) *adjective*. Full of stars or heavenly bodies that shine by their own light. *The **starry** sky made the nighttime seem bright.*



stem (stem) *noun*. A slender stalk connecting one part of a plant to another, such as a fruit or leaf to a branch. *He always likes to pull out the **stem** before eating an apple.*
verb. To make progress against. *The empire, with its larger army, was able to **stem** the rebellion.*

sto-ry-board (stôr'ē bôrd') *noun*. A series of drawings or sketches that shows how the action of a film or video will be shot. *According to the **storyboard**, there would be a lot of effects in the next scene.*

style (stīl) *noun*. A particular way of saying or doing something. *Every singer has his or her own **style**.*

Word History

A long time ago, the word **style** meant “a pen,” which came from the Latin *stylus*, a pointed instrument used for writing.

suf-fered (suf'ərd) *verb*. Felt pain or distress. *Stephen **suffered** from loneliness the first time his brother went off to school.*

sug-ges-tions (sæg jes'chənz) *plural noun*. Ideas or plans offered for others to think about. *The artist made **suggestions** for ways to improve Arthur's painting.*

suit-a-ble (sü'təbəl) *adjective*. Proper or right. *A new paintbrush is a **suitable** gift for my art teacher.*

sym-bol (sim'bəl) *noun*. A picture or shape that stands for something else. *The heart is a **symbol** for love.*

Word History

Symbol is derived from the Latin word *symbolum*, meaning “token” or “mark,” and the Greek *sumbolon*, which means “token for identification.”

Tt

tal-ent-ed (tal'ənt əd) *adjective*. Having a natural ability or skill. *I didn't know Curtis was such a **talented** pianist.*

tech-nol-o-gy (tek nol'əjē) *noun*. **1.** The use of science for practical purposes, especially in engineering and industry. **2.** Methods, machines, and devices that are used in doing things in a science or profession. *With **technology** changing every day, it is sometimes difficult to keep up.*

tel-e-scope (tel'əsköp) *noun*. A tool that makes faraway objects look larger and closer. *Lucia used her new **telescope** to get a closer look at the craters on the moon.*



tem-per-a-tures (tem'pər əchoorz', -chərz, tem'prə-) *plural noun*. Measures of how hot or cold things are. *The **temperatures** on the sun are very high.*

tex-tures (teks'chərz) *plural noun*. The way a surface looks or how it feels when you touch it. *Fabrics have many **textures**, from silky to rough.*

at; āpe; fār; câre; end; mē; it; ĭce; pĭerce; hot; ōld; sōng; fōrk; oil; out; up; ūse; rŭle; pŭll; tŭrn; chin; sing; shop; thin; thĭs; hw in white; zh in treasure.

The symbol **ə** stands for the unstressed vowel sound in about, taken, pencil, lemon, and circus.

3-D (thrē'dē) *adjective*. Three-dimensional. *The images on the computer created the illusion of being **3-D**.*

tor-til-las (tôr tē'yāz) *plural noun*. Thin, round, flat breads made from water and cornmeal or wheat. They were the best **tortillas** he'd eaten since coming to Mexico.

Word History

Tortilla is from the Spanish word *torta*, or cake, which in Latin means a kind of bread.

trudged (trujd) *verb*. Walked slowly and with effort. *The children **trudged** up the snowy hill to go sledding.*

Uu

u-nique (ū nēk') *adjective*. One of a kind, unusual. *Because Tess was from another country, she seemed to have a **unique** way of talking.*

un-trust-ing (un trust'ing) *adjective*. Having doubt about something. *The **untrusting** neighbor did not open his door.*

URL (ū ärl') *noun*. An Internet address, standing for **U**niform **R**esource **L**ocator. *He e-mailed the Web site's **URL** to his friend in Japan.*

use-ful (ūs'fəl) *adjective*. Helpful; serving a good use or purpose. *My mom always tells me to make myself **useful** by helping others.*

Ww

weak-est (wēk'est) *adjective*. Least strong or powerful. *I feel **weakest** in the morning, right before eating breakfast.*

wear-i-ly (wîr'älē) *adverb*. Acting very tired. *The bus driver **wearily** returned home after her long day.*

whips (hwips or wips) *verb*. Moves or hits quickly and suddenly. *Walking can be hard when the wind **whips** around corners.*

wrap-ping (rap'ing) *noun*. Paper or other material used to cover or protect something. *Aunt Marie likes to see pretty **wrapping** on a present.*



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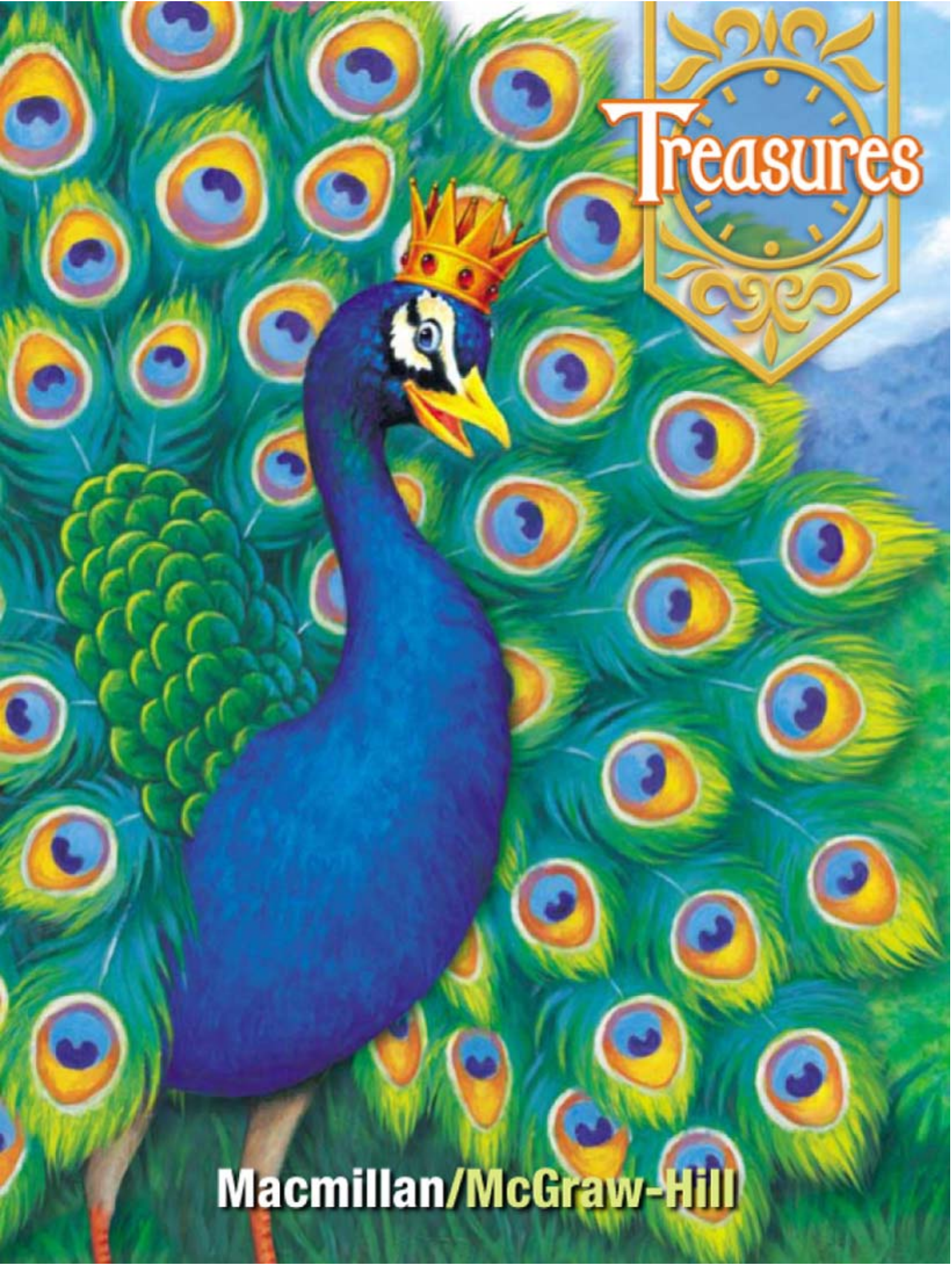
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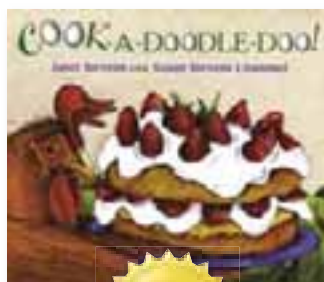
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Unit 4

Determination



THEME: What's Cooking?

Talk About It10

Red and Her Friends

Vocabulary/Comprehension: Compare and Contrast... 12

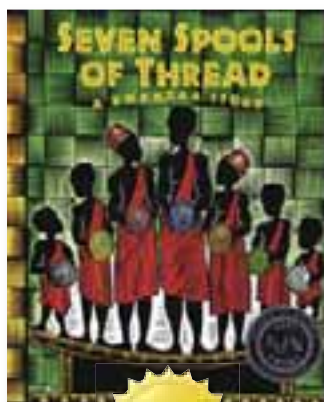
Cook-a-Doodle-Do! **Humorous Fiction**14

By Janet Stevens and Susan Stevens Crummel, illustrated by Janet Stevens

Welcome to the Bakery! **Social Studies** 40

By Eric Michaels

Writing: **Explanatory Writing** 44



THEME: Getting Along

Talk About It 46

Community Works

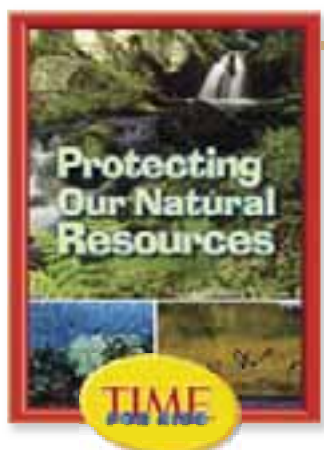
Vocabulary/Comprehension: Draw Conclusions48

Seven Spools of Thread **Fable** 50

By Angela Shelf Medearis, illustrated by Daniel Minter

Our Class Newsletter **Social Studies** 74

Writing: **Explanatory Writing** 76



THEME: Protecting Our Natural Resources

Talk About It 78

Saving Egypt's Great Desert

Vocabulary/Comprehension: Compare and Contrast...80

Washington Weed Whackers **Nonfiction Article** 82

Up a Creek **Science** 86

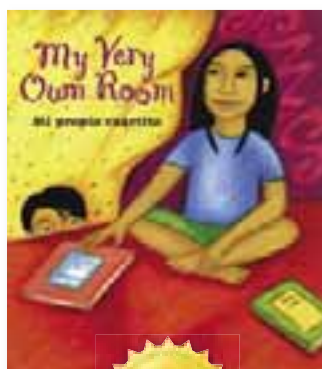
Writing: **Fictional Narrative** 88





THEME: Getting Involved

Talk About It	90
Gorilla Garden	
Vocabulary/Comprehension: Author's Purpose	92
Here's My Dollar Nonfiction Article	94
By Gary Soto	
Neighbors Poetry	108
By Mari Paz Pradillo	
Recycling Poetry	109
By J. Z. Belle	
Writing: Explanatory Writing	110



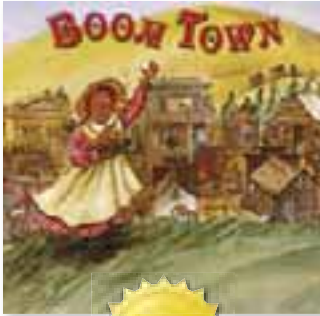
THEME: A Place of My Own

Talk About It	112
Pond Street Clubhouse	
Vocabulary/Comprehension: Make and Confirm Predictions.	114
My Very Own Room Realistic Fiction	116
By Amada Irma Pérez, illustrated by Maya Christina Gonzalez	
Frank Lloyd Wright Social Studies	140
By Karen O'Malley	
Writing: Explanatory Writing	144



Test Strategy: Author and Me

Susan B. Anthony: A Pioneer for Women's Rights Biography	146
--	-----



THEME: Making Money

Talk About It 150

Let's Trade!

Vocabulary/Comprehension: Sequence 152

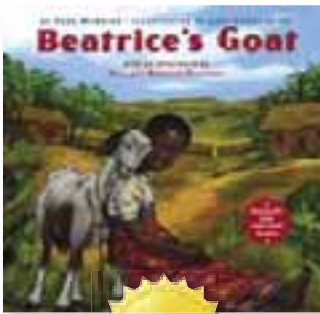
Boom Town **Historical Fiction**154

By Sonia Levitin, illustrated by Cat Bowman Smith

How to Earn Money! **Social Studies**178

By R. J. Harkin

Writing: **Descriptive Writing**182



THEME: Making a Difference

Talk About It 184

Helping People Help Themselves

Vocabulary/Comprehension: Cause and Effect 186

Beatrice's Goat **Narrative Nonfiction**188

By Page McBrier, illustrated by Lori Lohstoeter

Ugandan Girl Reaches Goal **Social Studies**212

By Ann Frost

Writing: **Descriptive Writing**216



THEME: In Motion

Talk About It218

Visions of the Future from the Past

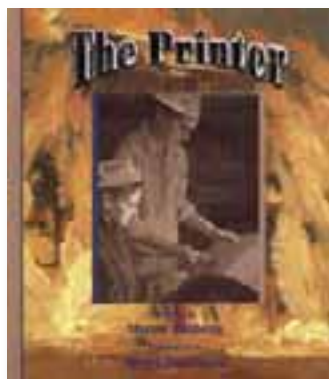
Vocabulary/Comprehension: Fact and Opinion220

A Carousel of Dreams **Nonfiction Article** 222

Getting a Free Ride **Social Studies** 226

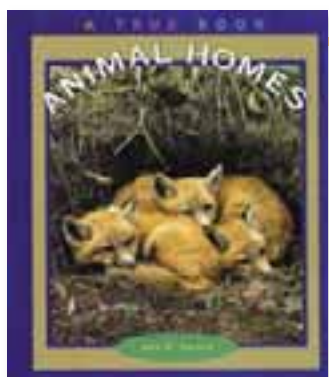
Writing: **Personal Narrative** 228





THEME: Heroes

Talk About It	230
To The Rescue	
Vocabulary/Comprehension: Make and Confirm Predictions.....	232
The Printer Realistic Fiction	234
<i>By Myron Uhlberg, illustrated by Henri Sørensen</i>	
Smokejumpers Social Studies	254
<i>By Roland Hosein</i>	
Writing: Descriptive Writing	258



THEME: Animal Architects

Talk About It	260
Web Spinners	
Vocabulary/Comprehension: Description.....	262
Animal Homes Informational Nonfiction	264
<i>By Ann O. Squire</i>	
Limericks Poetry	282
<i>By John Ciardi and David McCord</i>	
Writing: Poem	284



Test Strategy: Think and Search

Twister Poetry	286
Tornadoes: Nature's Toughest Storms Informational Nonfiction	287



THEME: Helping Our Neighbors

Talk About It 290

What Should I Be?

Vocabulary/Comprehension: Theme 292

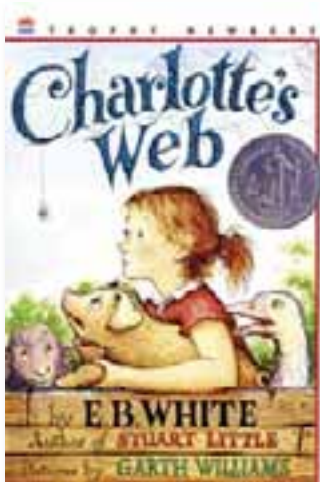
A Castle on Viola Street **Realistic Fiction** 294

By DyAnne DiSalvo

Homes for Families **Social Studies** 316

By Angel Gracia

Writing: **Business Letter** 320



THEME: Unusual Animals

Talk About It 322

Max the Amazing Hamster

Vocabulary/Comprehension: Make Judgments 324

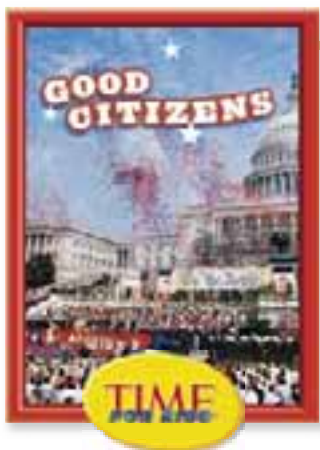
Wilbur's Boast from Charlotte's Web **Fantasy** 326

By E. B. White, illustrated by Garth Williams

Do Animals Have Personalities? **Science** 340

By Patricia West

Writing: **Expository Writing** 344



THEME: Good Citizens

Talk About It 346

Pledging Allegiance

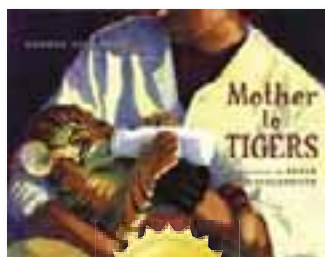
Vocabulary/Comprehension: Problem and Solution. . . 348

An American Hero Flies Again **Nonfiction Article** 350

Who Is Uncle Sam? **Social Studies** 354

Writing: **Fictional Narrative** 356





THEME: Working Together

Talk About It 358

Dogs for the Deaf

Vocabulary/Comprehension: Author's Purpose 360

Mother to Tigers **Biography** 362

By George Ella Lyon, illustrated by Peter Catalanotto

The Lion and the Mouse **Fable** 380

Retold by Max McGee

Writing: **Expository Writing** 382



THEME: Raising Butterflies

Talk About It 384

Save Our Butterflies

Vocabulary/Comprehension: Draw Conclusions 386

Home-Grown Butterflies
from *Ranger Rick* **Nonfiction Article** 388

By Deborah Churchman

Monarch Butterfly **Poetry** 400

By Marilyn Singer

The Caterpillar **Poetry** 401

By Christina Rossetti

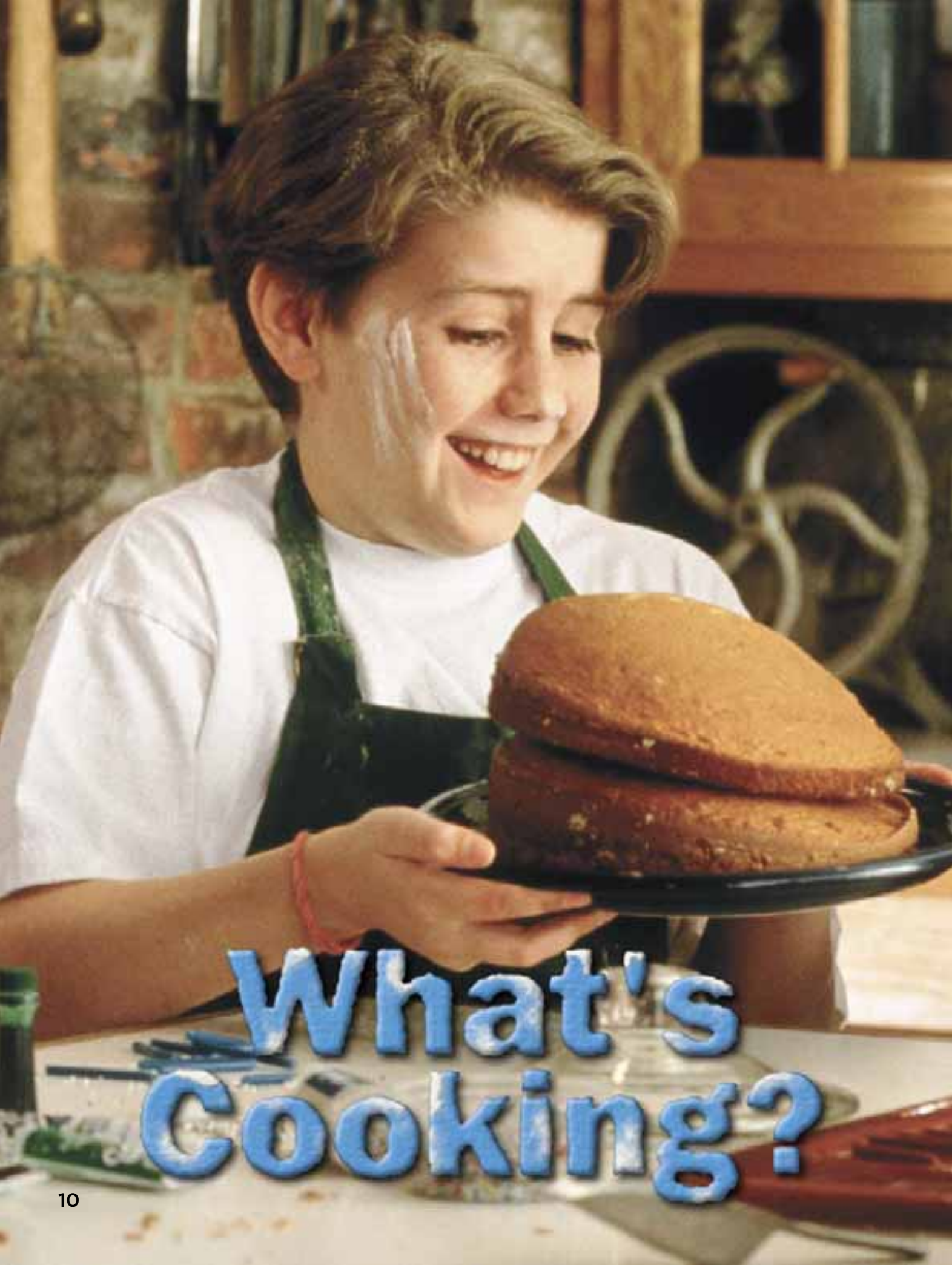
Writing: **Expository Writing** 402



Test Strategy: On My Own

A Change in Plans **Informational Nonfiction** 404

Glossary 408



What's Cooking?



Talk About It

What is one meal you would love to learn how to make?



Find out more about cooking at

www.macmillanmh.com

Vocabulary

magnificent recipes
masterpiece tasty
ingredient



Dictionary

An **idiom** is a phrase with a meaning that is different from the meaning of each word in it.

lost your marbles = gone crazy



Red and Her Friends

by Marilyn MacGregor

A hen named Red lived in a city. Red and her pals did everything together. One day, Red and her feline friend Fiona went shopping. As they passed a trash-filled, weed-covered lot, Red smiled. “Wouldn’t that lot be a **magnificent** spot for a garden?” she asked.

“Have you lost your marbles?” Fiona meowed, looking at Red like she was crazy. “It’s a disaster!”

“We’d have to clean it up, of course,” said Red. She called Ricardo over and asked for help.

“Sorry. I have a dentist appointment,” Ricardo barked and walked away wagging his tail.

Red was disappointed. Fiona stomped her paws angrily.



"I'll help you," said Fiona.

Red and Fiona cleaned the lot. Then it was time to plant seeds.

"I wish I could help," said Ricardo, "But I have bones to dig up."

"I'll help," said Fiona, shaking her head at the dog.

Red and Fiona planted beans, carrots, pumpkins, and squash. Soon the seeds grew and made the garden beautiful. It looked like a **masterpiece**! Red asked her friends to help weed and water. Only Fiona had time to help. When it was time to pick the vegetables, only Red and Fiona did the work.

"I'll make dinner," said Red.

"Each vegetable will be an **ingredient** in my **recipes** for cooking vegetable stew and pumpkin pie." Red licked her lips. "Those are **tasty** dishes."

Ricardo happened to walk by just then.

"I'd be happy to come to dinner," he said.

"You didn't help clean, weed, water, or pick. What makes you think you're invited?" asked Fiona. Red nodded firmly.

Of course, Fiona was invited, and everything was delicious.



Reread for Comprehension

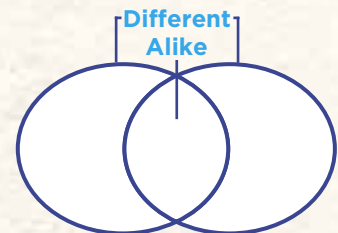


Make Inferences and Analyze

Compare and Contrast

To compare and contrast ways that people, things or events are the same and different, you need to analyze information from the story.

A Venn Diagram helps you make inferences about the characters' actions and feelings so you can compare and contrast them. Reread the story to compare and contrast Fiona with Ricardo.



Comprehension

Genre

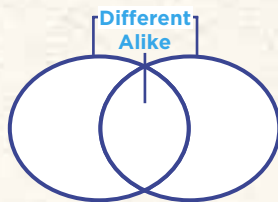
Humorous Fiction is a made-up story written to make the reader laugh.



Make Inferences and Analyze

Compare and Contrast

As you read, use your Venn Diagram.



Read to Find Out

Does this story end just like “Red and Her Friends”?

Cook-A-Doodle-Do!

by Janet Stevens and
Susan Stevens Crummel
illustrated by Janet Stevens





Peck. Peck. Peck.

“Always chicken feed! Day after day—year after year—I’m sick of it!” squawked Big Brown Rooster. “Can we get something new to eat around here? Please? Nobody’s listening. What’s a hungry rooster to do?”

“There’s no hope. Wait a minute ...” Rooster remembered a story his mama used to tell, a story handed down from chicken to chicken. The story of his famous great-grandmother, the Little Red Hen.

Rooster rushed into the chicken coop. “It has to be here,” he said. He looked high and low, and there it was at last, hidden under a nest—her cookbook.

The Joy of Cooking Alone by L. R. Hen.

Rooster carefully turned the pages. “So many **recipes**—and I thought she just baked bread! Look at the strawberry shortcake!”

“That’s it! I’ll make the most wonderful, **magnificent** strawberry shortcake in the whole wide world. No more chicken feed for me!”

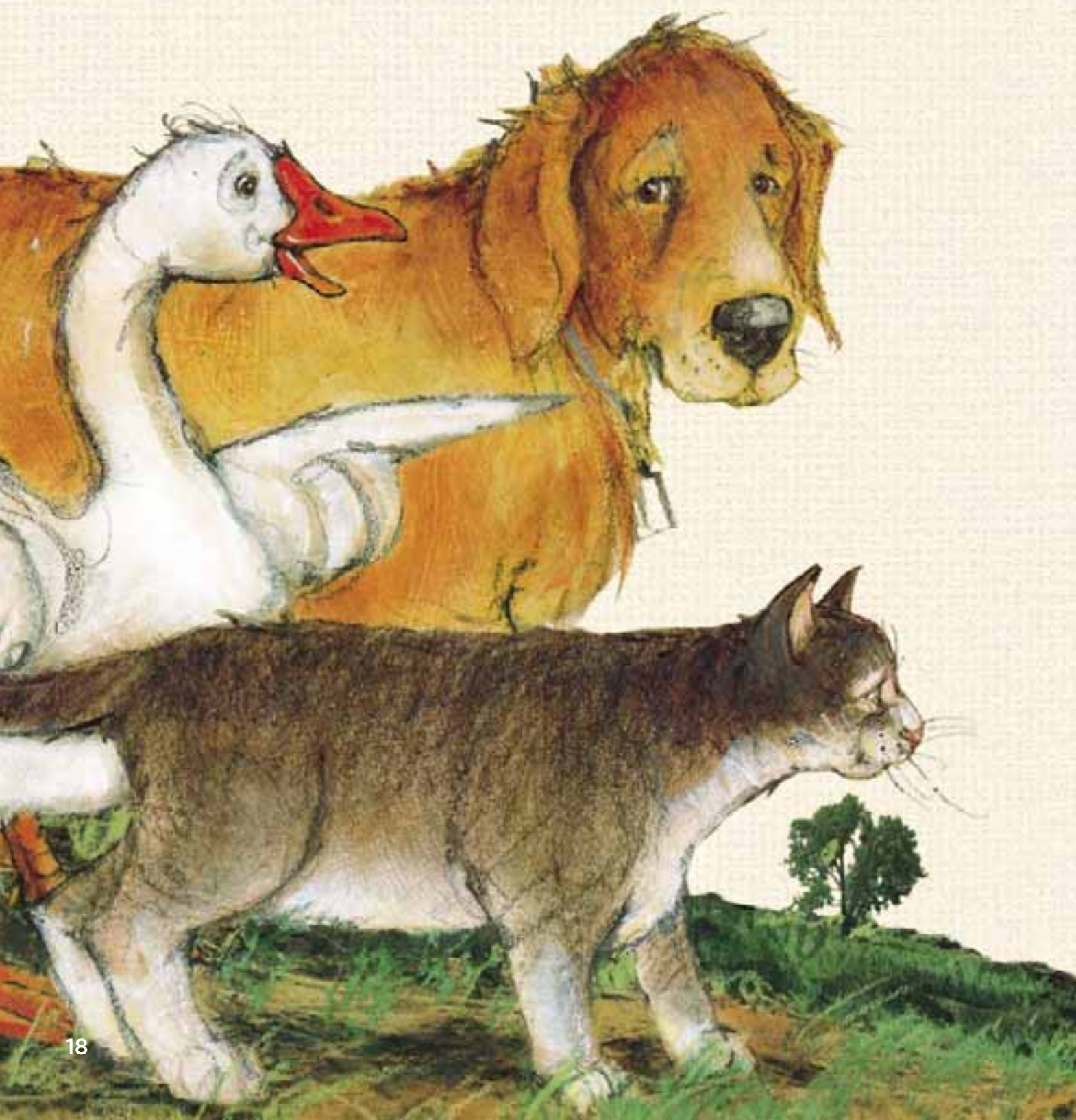
“Yes sirree—just like Great-Granny, I’ll be a cook! COOK-A-DOODLE-DO-O-O!” crowed Rooster as he pranced toward the big farmhouse.



Compare and Contrast

How is Rooster like Great-Granny?
How is he different?





“Cook-a-doodle-doo?” said Dog.

“Have you lost your marbles, Rooster?” asked Cat.

“You’ve never cooked anything before!” said Goose.

“That doesn’t matter,” replied Rooster. “Cooking is in my blood—it’s a family tradition. Now, who will help me?”

“Not I,” said Dog.

“Not I,” said Cat.

“Not I,” said Goose.

And away they went.

Rooster pushed open the kitchen door. “It looks like I’m on my own ... just like Great-Granny.” He sighed and put on his apron.



“We’ll help you.”

Rooster turned, and there stood Turtle, Iguana, and Potbellied Pig.

“Do you three know anything about cooking?” Rooster asked.

“I can read recipes!” said Turtle.

“I can get stuff!” said Iguana.

“I can taste!” said Pig. “I’m an expert at tasting.”



“Then we’re a team,” declared Rooster. “Let’s get ready and start cooking!”

Turtle read the cookbook. “Heat oven to 450 degrees.”

“I can do that!” said Iguana. “Look, I’ll turn the knob. 150, 250, 350, 450. Hey, cooking is easy!”

Rooster put a big bowl on the table. “What’s our first **ingredient**?” he asked.

“The recipe says we need flour,” said Turtle.

“I can do that!” said Iguana. He dashed outside and picked a petunia. “How’s this flower?”



Little Red Hen's Magnificent Strawberry Shortcake



A cookbook gives directions for making many different things to eat. Each type of food has its own recipe—a list of everything that goes into it and step-by-step directions on how to make it.



One of the oven knobs controls the temperature of the oven. The higher the number on the knob, the hotter the oven. Temperature is measured in degrees Fahrenheit (°F) or degrees Celsius (°C). On a very hot day the temperature outside can be over 100°F (38°C). Can you imagine what 450°F (232°C) feels like?



Ingredients are the different things that go into a recipe. Each ingredient may not taste good by itself, but if you put them all together in the right way, the result tastes delicious.

“No, no, no,” said Rooster. “Not *that* kind of flower. We need flour for *cooking*. You know, the fluffy white stuff that’s made from wheat.”

“Can I taste the flour?” asked Pig.

“Not yet, Pig,” said Turtle. “The recipe says to sift it first.”

“What does *sift* mean?” asked Iguana.

“Hmmm,” said Turtle. “I think *sift* means ‘to search through’ . . .”



Make sure you use a big bowl that will hold all of the ingredients. It’s best to set out everything before you start cooking, so you don’t have to go looking for your ingredients one-by-one like Iguana!



Flour is made from wheat grains that are finely ground. Long ago, the grinding was done by hand; now it is done by machines. Rooster’s Great-Granny had to grind the grain into flour by hand, but you and Rooster can buy flour at the grocery store.



You will find many different kinds of flour at the store—including all-purpose flour, whole-wheat flour, cake flour, and high-altitude flour. Rooster’s recipe calls for all-purpose flour.

Sifting adds air to the flour so it can be measured accurately. Some sifters have cranks, some have spring-action handles, and some are battery powered.

Make sure you put waxed paper on the counter before you start sifting. It will make cleanup a lot easier!

“You mean like when I sift through the garbage looking for lunch?” asked Pig.

“I can do that!” said Iguana. And he dived into the flour, throwing it everywhere!

“No, no, no,” said Rooster. “Don’t sift the flour like that. Put it through this sifter.” Rooster turned the crank and sifted the flour into a big pile.

“Can I taste the pile?” asked Pig.

“Not yet, Pig,” said Turtle. “Now we measure the flour.”



“I can do that!” said Iguana. He grabbed a ruler.
“The flour is four inches tall.”

“No, no, no,” said Rooster. “We don’t want to know how *tall* it is. We want to know how *much* there is.
We measure the flour with this metal measuring cup.”

“We need two cups,” added Turtle. “So fill it twice.”
Rooster dumped the two cups of flour into the bowl.



“Can I taste it *now*?” asked Pig.

“Not yet, Pig,” said Turtle. “Next we add two tablespoons of sugar, one tablespoon of baking powder, and one-half teaspoon of salt.”



Compare and Contrast

How is Pig different from Rooster?



Measuring cups for dry ingredients are made of metal or plastic and usually come in sets of four—1 cup, 1/2 cup, 1/3 cup, and 1/4 cup. Pick the measuring cup that holds the amount you need, then dip it into the dry ingredient, getting a heaping amount. Level it off with the straight edge of a knife and let the extra fall back into the container (although Pig would be very happy if just a little fell on the floor!)

Dry ingredients can be measured in cups or grams.

1 cup = 227 grams

2 cups = 454 grams



Some ingredients are included for flavor, but not baking powder. Even Pig thinks it tastes terrible! When baking powder is added to the shortcake, bubbles of gas form and get bigger while the cake bakes, which makes it rise.

Dry ingredients are all sifted together so they will be evenly mixed.

“I can do that!” said Iguana. He looked under the table. “But where are the tablespoons?” He looked in the teapot. “No teaspoons in here!”

“No, no, no,” said Rooster. “Don’t look in the teapot or under the table! These spoons are for measuring. Each holds a certain amount.” Rooster measured the sugar, baking powder, and salt, poured them into the big bowl, then sifted all the dry ingredients together.



Iguana wasn’t far off when he looked for tablespoons under the table and teaspoons in the teapot. Tablespoons were named after the large spoons used at the table to serve soup, and teaspoons after the smaller spoons used to stir tea.

3 teaspoons = 1 tablespoon = 14 grams



Butter is made by churning cream, the fat in cow’s milk. (This doesn’t mean it comes from a fat cow!) Margarine can be used instead of butter. Butter and margarine come in sticks and are easy to measure because their wrappers are marked in tablespoons.

1 stick butter = 1/2 cup = 8 tablespoons = 113 grams



Butter and margarine are two types of solid shortening, or fat, used in cooking. The name “shortcake” doesn’t mean the cake is short—it refers to the shortening in the recipe.

Cool butter is “cut in” to dry ingredients by using two table knives or a pastry blender. Cut the butter into tiny pieces.

"Looks awfully white in there," said Pig. "I better taste it."

"Not yet, Pig," said Turtle. "Now we add butter. We need one stick."

"I can do that!" cried Iguana. He raced outside and broke off a branch. "How's this stick?"

"No, no, no," said Rooster. "Not *that* kind of stick. A stick of *butter*." Rooster unwrapped the butter and dropped it into the bowl.

"That butter is just sitting there like a log," said Pig. "Maybe I need to taste it."



“Not yet, Pig,” said Turtle. “Next we cut in the butter.”

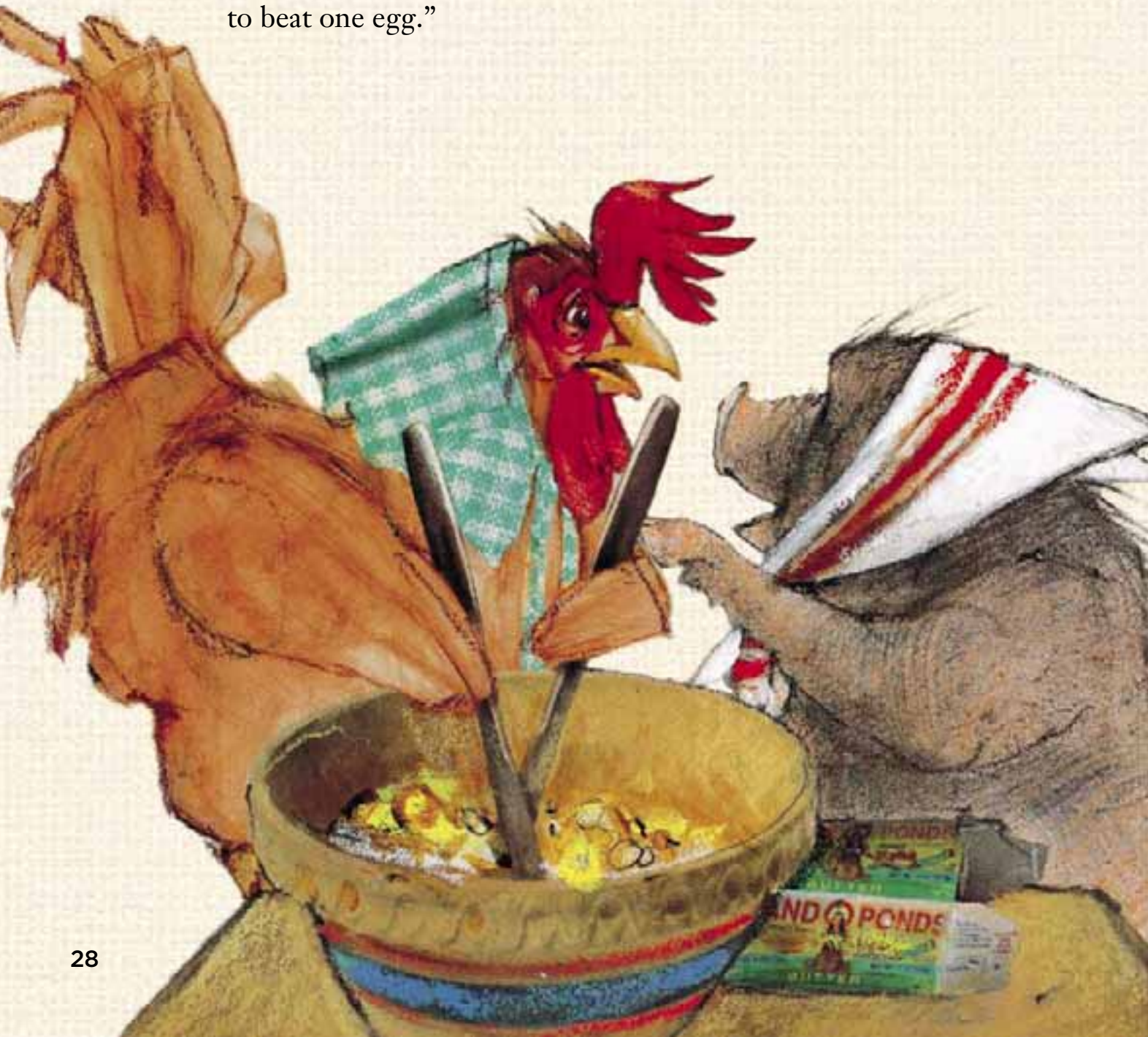
“I can do that!” said Iguana. “Uh-oh. Scissors don’t cut butter very well.”

“No, no, no,” said Rooster. “Don’t cut the butter with scissors. Use these two table knives, like this.”

Rooster cut in the butter until the mixture was crumbly.

“Looks mighty dry in there,” said Pig. “Perhaps I should taste it.”

“Not yet, Pig,” said Turtle. “Now the recipe says to beat one egg.”



“I can do that!” cried Iguana.

“No, no, no,” said Rooster. “Don’t beat an egg with a baseball bat! We use an eggbeater.” Rooster carefully broke the egg into a dish, beat it with the eggbeater, and poured it into the big bowl.

“That looks tasty,” said Pig. “Please let me taste it.”

“Not yet, Pig,” said Turtle. “Now add milk. We need two-thirds of a cup.”



Break an egg by hitting the shell gently on the edge of a countertop or bowl to make a small crack. Place both thumbs in the crack and pull the shell apart. Always crack an egg into a small bowl before you add it to the other ingredients in case the egg is bad or shell pieces fall in. Eggs add color and flavor and help hold the cake together.



You can beat eggs with a fork, a hand beater (like Rooster’s), or an electric mixer. If you use an electric mixer, make sure to put the eggs in a big bowl and start off on a low speed. If you start with the mixer on high, you’ll get egg on your face!



Liquid measuring cups are made of glass or plastic. Each measuring cup has a spout for pouring and extra room below the rim so you don’t have to fill it to the top and worry about spilling. Always put the cup on a flat surface and measure at eye level.



Grease the pan with a solid shortening so the cake will not stick.

Rooster is mixing the batter by hand, which means to stir with a spoon instead of a mixer. (How would Iguana mix by hand?)

“I can do that!” said Iguana. “Here, hold that glass measuring cup and I’ll saw off a third. We’ll use the other two-thirds to measure the milk.”

“Wait,” said Pig. “Why don’t we fill the measuring cup to the top and I’ll drink down a third?”

“No, no, no,” said Rooster. “The cup has marks on it— $\frac{1}{3}$ — $\frac{2}{3}$ —1 cup. We’ll fill it to the $\frac{2}{3}$ mark.”

Rooster poured the milk into the bowl.

“It surely needs tasting now!” said Pig.

“Not yet, Pig,” said Turtle. “Now we mix the dough and put it in a greased baking pan.” Rooster stirred and spread as Turtle read, “Bake in the oven for fifteen to eighteen minutes.”



“I can do that!” cried Iguana.

Iguana shoved the pan into the oven. “Let’s see, fifteen minutes equals nine hundred seconds. I’ll count them. One, two, three, four—”

“No, no, no,” said Rooster, and he set the timer so that Iguana would stop counting the seconds. Pig burned his tongue on the oven door trying to taste the shortcake. Turtle studied the cookbook to see what to do next.

“Let’s cut up the strawberries and whip the cream,” said Turtle.



Make sure you stay nearby, so you can hear the timer when your cake is ready! Cooking times are given in hours, minutes, or seconds.

1 hour = 60 minutes

1 minute = 60 seconds



Wash the strawberries first and cut off their tops. Use a cutting board and cut each strawberry in half, then cut each half in half. (How many pieces do you have now?) Watch out for your fingers!



Whipping cream comes from cow’s milk. It contains more butterfat than regular cream. Iguana might think you use a whip to whip the cream, but you could use an eggbeater or electric mixer.



When you take something out of a hot oven, make sure you use a pot holder or oven mitt.

A trick to tell if your shortcake is done: Stick a toothpick or knife in the center of the cake. If it comes out clean, without any cake sticking to it, the shortcake is ready.

Don’t forget to turn off the oven when you’re finished!



And they cut and cut and whipped and whipped, until
... *ding!*

Rooster grabbed the oven mitt off Iguana's head and took the shortcake carefully out of the oven.

"Oh, it's beautiful, and it smells *sooo* good," said Pig. "I know I have to taste it now."

"Not yet, Pig," said Turtle. "We need to let it cool."

Soon the shortcake was ready to cut. Rooster sliced it in half.

They stacked one layer of cake, one layer of whipped cream, one layer of strawberries.

Then again—cake, cream, berries.

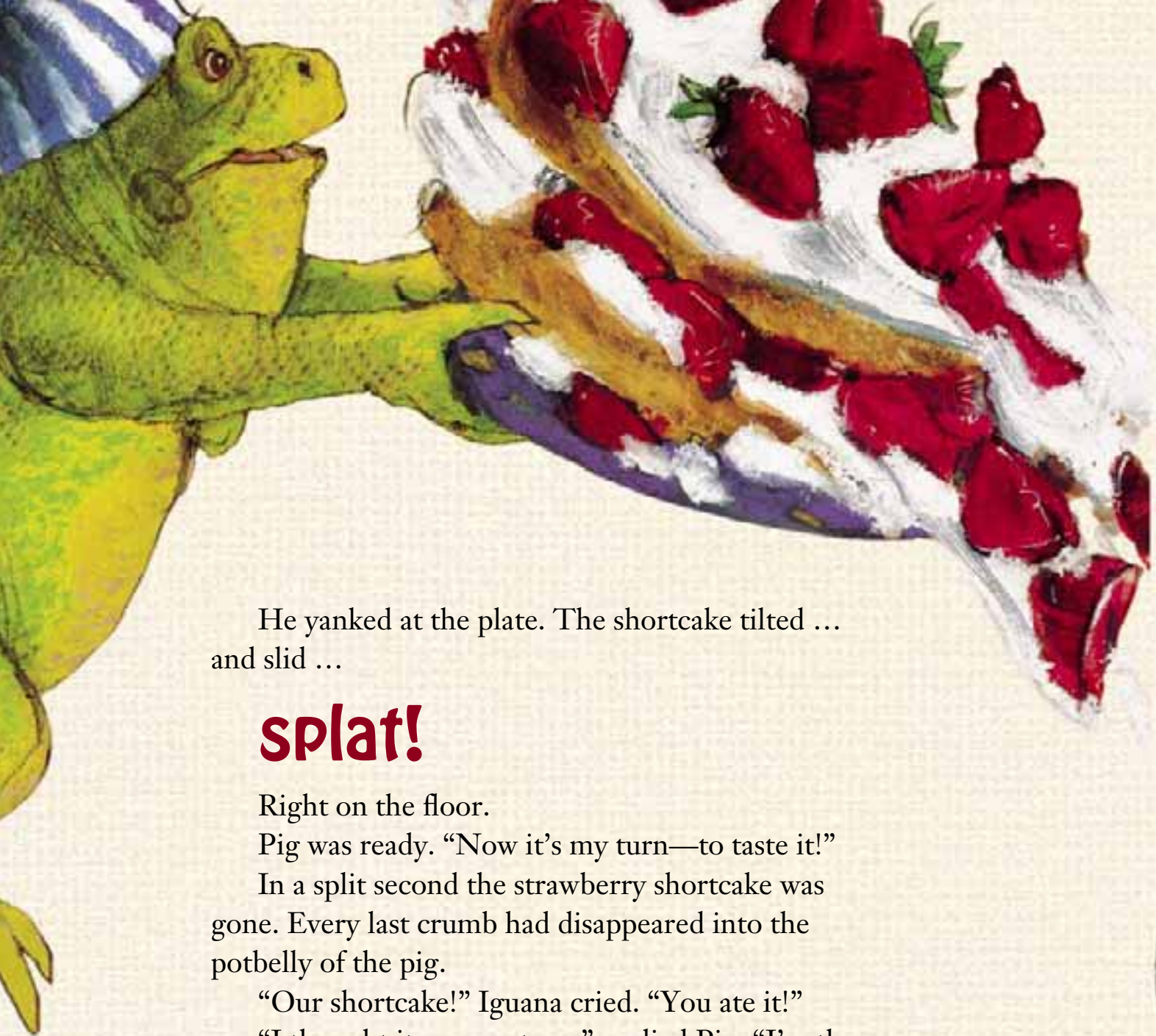
It looked just like the picture of the strawberry shortcake in the cookbook.

“This is the most wonderful, magnificent strawberry shortcake in the whole wide world,” said Rooster.

“If Great-Granny could see me now! Let’s take it to the table.”

“I can do that!” cried Iguana.





He yanked at the plate. The shortcake tilted ...
and slid ...

splat!

Right on the floor.

Pig was ready. "Now it's my turn—to taste it!"

In a split second the strawberry shortcake was gone. Every last crumb had disappeared into the potbelly of the pig.

"Our shortcake!" Iguana cried. "You ate it!"

"I thought it was my turn," replied Pig. "I'm the taster, remember? And it tasted great!"

"But it was our **masterpiece**," moaned Turtle.

"And a **tasty** one, too," said Pig. "Now we can make something else."

"Yeah ..." Iguana glared. "How about a plump, juicy roast pig?"

Pig gasped. "Roast pig? How about iguana potpie—or—or—turtle soup!"

“No, no, no!” cried Rooster. “Listen to me! We made this shortcake as a team, and teams work together.”

“But Pig ate it!” whined Turtle.

“Iguana dropped it,” pouted Pig.

“Turtle should have caught it,” grumbled Iguana.

“It doesn’t matter,” said Rooster. “The first shortcake was just for practice. It won’t be as hard to make the second time!”

“Well,” added Turtle, “we don’t have to worry about messing up the kitchen. It’s already a mess.”

“So, who will help me make it again?” asked Rooster.

Pig, Turtle, and Iguana looked at each other.



“I will!” said Pig.
“I will!” said Turtle.
“I will!” said Iguana.
“Cook-a-doodle-dooooo!” crowed Rooster. “Let’s get
cooking again!”



Together they made the second most wonderful, magnificent strawberry shortcake in the whole wide world. And it was a lot easier than the first time!



What's Cookin' With Janet and Susan?



**Janet Stevens and
Susan Stevens
Crummel**

Authors **Janet Stevens** and **Susan Stevens Crummel** were not very close when they were growing up, but now they have as much fun working together as the animals in their story did.

They are sisters who both like animals. Janet's favorite books as a child were about animals. She still reads animal stories today. Janet likes telling old tales in new ways, just as she did in this story. The sisters wrote this book together. Then Janet created the illustrations. She's been drawing ever since she was a child.

Other books by Janet Stevens and Susan Stevens Crummel: *Jackalope* and *And the Dish Ran Away with the Spoon*



Authors' Purpose

What was the authors' purpose for writing *Cook-a-Doodle-Doo!?* Did they want to inform or entertain? How did they achieve their goal?



Find out more about Janet Stevens and Susan Stevens Crummel at www.macmillanmh.com



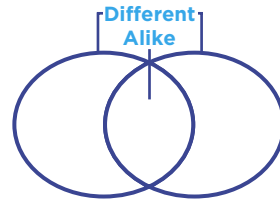


Comprehension Check



Summarize

Summarize what happens in *Cook-a-Doodle-Do!* Use the Venn Diagram to help you compare Pig and Rooster. Compare and contrast the main characters using descriptions of their personalities and events in the story.

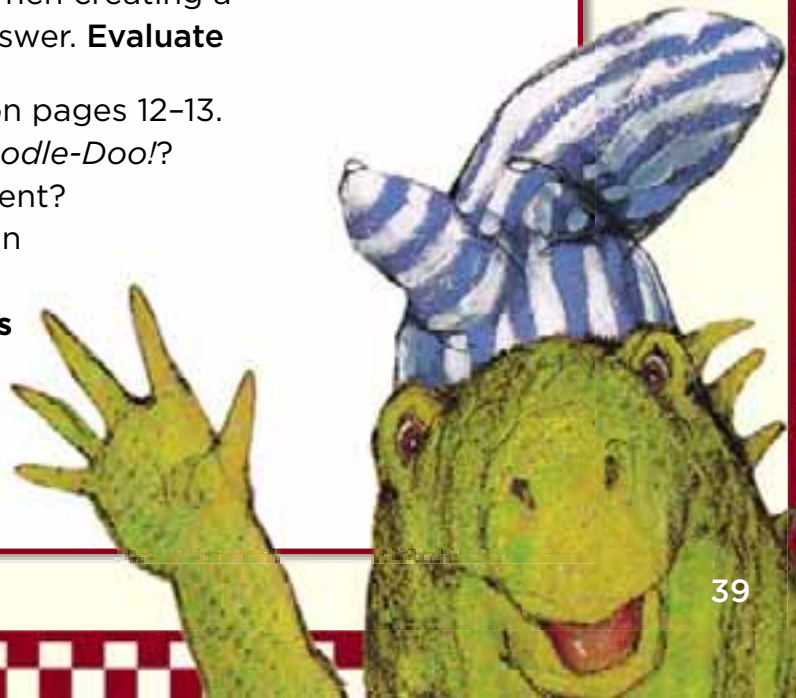


Think and Compare



1. Look at the information cards in the story. How is this extra information different from the main text? How is it similar to the main text? **Make Inferences and Analyze: Compare and Contrast**
2. What conclusion can you draw about Pig being a helpful member of the team? Use story details in your answer. **Analyze**
3. How would you apply what you have learned about these characters if you had to work on a team with Turtle, Pig, and Iguana in the future? Explain. **Apply**
4. How important is teamwork when creating a **masterpiece**? Explain your answer. **Evaluate**
5. Read "Red and Her Friends" on pages 12–13. How is it similar to *Cook-a-Doodle-Do!*? How are the two stories different? Use details from both stories in your answer.

Reading/Writing Across Texts



Social Studies

Genre

Nonfiction Articles give information about real people, places, or things.

Text Feature

Diagrams are drawings that help you understand information in the text.

Content Vocabulary

schedule

sequence

ingredients

profits

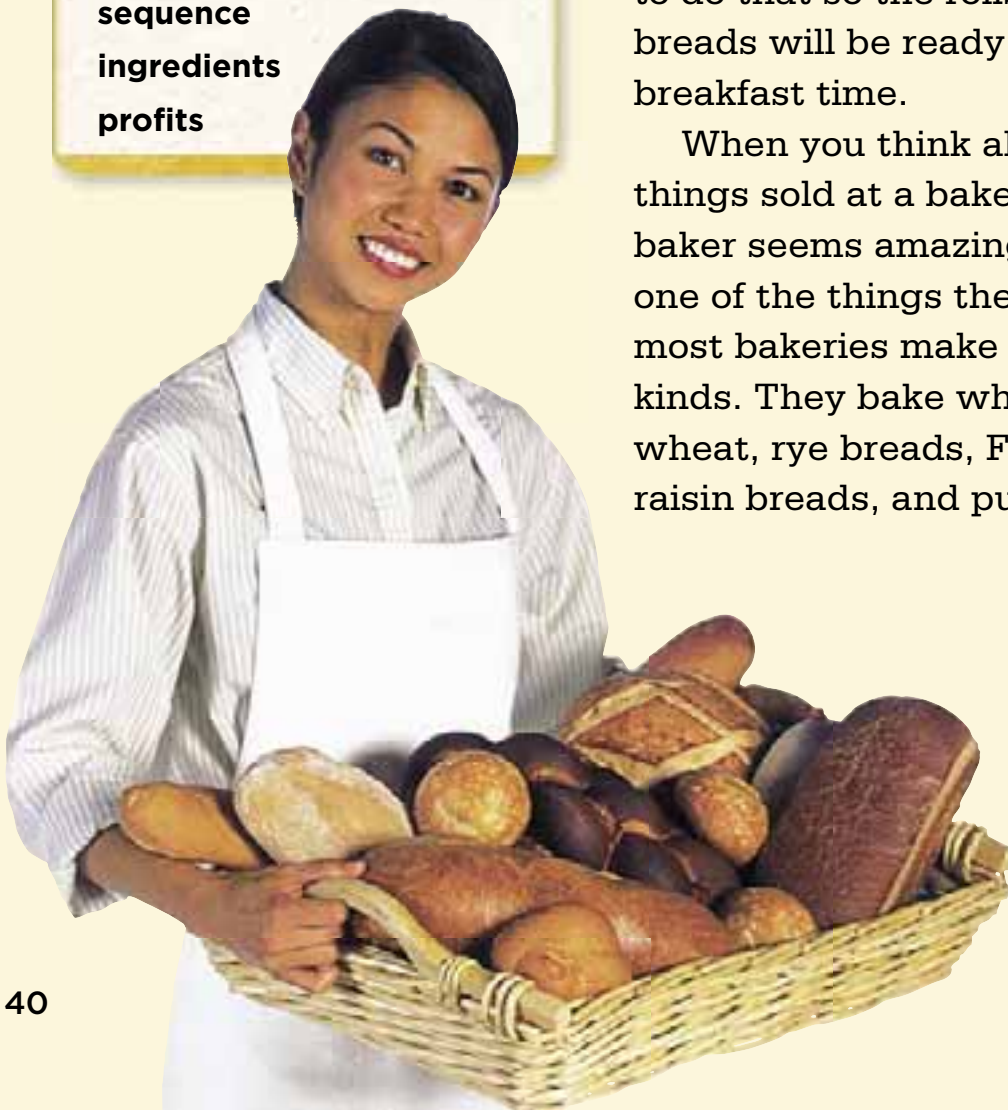
Welcome to the Bakery!

by Eric Michaels

Have you ever walked into a bakery and enjoyed the wonderful smells and tastes of freshly baked breads, pies, and cakes? Those baked goods are the results of truly hard work!

Most bakers get to work at three or four o'clock in the morning. They have to do that so the rolls, muffins, and breads will be ready to be sold before breakfast time.

When you think about all of the things sold at a bakery, the work of a baker seems amazing! Bread is just one of the things they make, and most bakeries make and sell many kinds. They bake white breads, whole wheat, rye breads, French breads, raisin breads, and pumpernickels.





How Bread Is Made



Reading a Diagram

Follow the arrows in this diagram to see how bread is made.





At the start of the day, bakers organize their work **schedule**. They plan times to bake, sell, and order supplies. They also plan the **sequence** of their baking, such as what they should bake first.

A Baker's Day

Bakers must create and mix their doughs. Every type of bread begins with a different dough. Each ingredient in the dough must be carefully weighed or measured.

Then, the **ingredients** must be mixed together. A bakery has huge mixing bowls and machines to do the mixing. After all the ingredients are mixed into a sticky dough, it must “rest” for several hours. Bread dough can't be rushed! Next, pieces of dough are cut by hand and weighed. Each piece will become one loaf of bread. But nothing is ready to be baked yet!

The dough still must be kneaded. That means that a baker must stretch it and press it over and over until it feels softer and all ingredients are completely mixed together. After kneading, the dough is shaped into loaves. Some loaves are round, some are long and thin, and others look like big braids.

It is not time to put those loaves in the oven yet! They need another “rest.” Then they are finally ready to go in the oven. A bakery oven can be as big as a room. The baker watches carefully as the breads bake. When they are crusty and golden brown, the loaves are taken out of the oven to cool. Then they are ready to be sold.



Running a Bakery

A bakery is a business, so a good baker must also be a good business person. Buying ingredients, setting prices, and figuring out **profits**, or how much money is made, are all part of the bakery business.

Running a bakery is hard work, but baking beautiful, delicious things can be fun and rewarding. After all, people are always happy to enjoy the tasty treats that bakers create!



Connect and Compare



1. Look at the text and diagram on page 41. What happens before bread dough is cut into loaves? What happens after the baker kneads the dough? **Reading a Diagram**
2. What kind of a person do you think would make a good baker? Why do you think that? **Analyze**
3. Think about this article and *Cook-A-Doodle-Do!* What tips could a real baker give the animals? **Reading/Writing Across Texts**



Social Studies Activity

Research baking recipes from other countries. Draw and label a diagram showing how to make the tastiest recipe you find. Give the diagram a title.



Find out more about baking at
www.macmillanmh.com

Writer's Craft

Vary Sentences

Vary the length of your sentences to help your writing flow better. Too many short sentences make your writing choppy. Too many long sentences may make your writing tiring to read.

I wrote a topic sentence first. Then I briefly described all the steps in order.

Here I joined two short, related sentences to make a compound sentence.

Write About Something You Like to Do

Making Blueberry Pancakes

by Marcus G.

My favorite thing to do is make blueberry pancakes. I am really good at making them big, blue, and round. First, I have to mix water into the pancake mix. Next, I put all of the blueberries in a bowl and mash them with a fork. Then, I mix the berries into the batter. It's fun to watch the batter turn blue. Finally, I pour the batter into the pan in perfect circles, and my dad cooks them. Of course, the best thing about blueberry pancakes is eating them!



Your Turn

Write a paragraph that explains something you like to do. It may be about a sport, a hobby, or anything else. Start with a topic sentence. Then explain the activity step-by-step. Along the way, be sure to explain why you like this activity. Use the Writer's Checklist to check your writing.



Writer's Checklist

- ☒ **Ideas and Content:** Is my explanation clear?
- ☒ **Organization:** Did I write a topic sentence? Did I use words like *first*, *next*, *then*, and *finally* to show the order of steps?
- ☒ **Voice:** Do I show that I like this activity?
- ☒ **Word Choice:** Did I use descriptive words?
- ☐ **Sentence Fluency:** Did I **vary** sentence lengths?
- ☒ **Conventions:** If I used the verbs *be*, *do*, and *have*, did I use the correct forms? Did I check my spelling?

Your Turn

Write a paragraph that explains something you like to do. It may be about a sport, a hobby, or anything else. Start with a topic sentence. Then explain the activity step-by-step. Along the way, be sure to explain why you like this activity. Use the Writer's Checklist to check your writing.



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- ☐ **Sentence Fluency:** Did I **vary** sentence lengths?
- ☒ **Conventions:** If I used the verbs *be*, *do*, and *have*, did I use the correct forms? Did I check my spelling?

Getting Along





Talk About It

People can have different ideas and still work together. What do you do when someone disagrees with you?



Find out more about getting along at

www.macmillanmh.com

Vocabulary

beamed fabric
argued purchased
possessions quarreling

Dictionary

Multiple-Meaning Words

are words that have more than one meaning.

Use a dictionary to find two meanings of the word *beamed*.



Community Works

by Jenna Rabin

One bright day, as the sunlight **beamed** through the windows, Mr. Turner's class started to plan the third-grade community service project.

"OK," said Mr. Turner. "Let's share some ideas and listen to each other."

A few students raised their hands. Mr. Turner called on Mark. "We could clean up the small park—pick up trash and paint the benches," said Mark.

Rachel got annoyed. She **argued** with Mark. "You just want that park clean for yourself. Everyone else uses the big park across town. I think we should serve meals at the homeless shelter."

"Now, Rachel. Everyone should have a chance to share his or her ideas. It's okay to disagree, but we should still treat each other nicely."



"Sorry, Mr. Turner," Rachel said.

Jen cut in, "There are people who don't have many **possessions**, not even warm clothing. We could collect **fabric** for making nice, warm clothes for them!"

Cara added, "I read about a class that raised money and **purchased** notebooks and pencils for kids from a discount store."



"We could do crafts with people in nursing homes or hospitals," said Maria.

"Crafts?" groaned Sameer. "I'm really bad at crafts. I'm all thumbs! But how about a walk-a-thon. I'm a fast walker, and we'd get exercise," he said. This made everyone laugh and stop their **quarreling** over who had the best idea.

Then Mr. Turner spoke. "All of your ideas are great. I'm going to write them on the board. Then we will take a class vote. This way we can choose a community service project that most people want to do."

The students agreed this was a good plan.

Reread for Comprehension

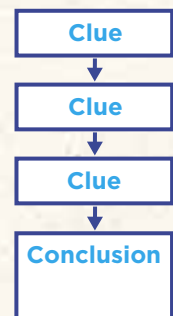


Make Inferences and Analyze

Draw Conclusions

Authors don't tell you every detail in a story. You have to analyze clues the author does give and what you already know to draw conclusions.

Reread the story to draw conclusions about how one character feels about their community service suggestion. A Conclusion Map can help you draw conclusions based on the inferences you have made.



Comprehension

Genre

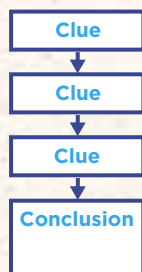
A **Fable** is a short story that teaches a moral.



Make Inferences and Analyze

Draw Conclusions

As you read, use your Conclusion Map.



Read to Find Out

How will the brothers get along at the end of the story?



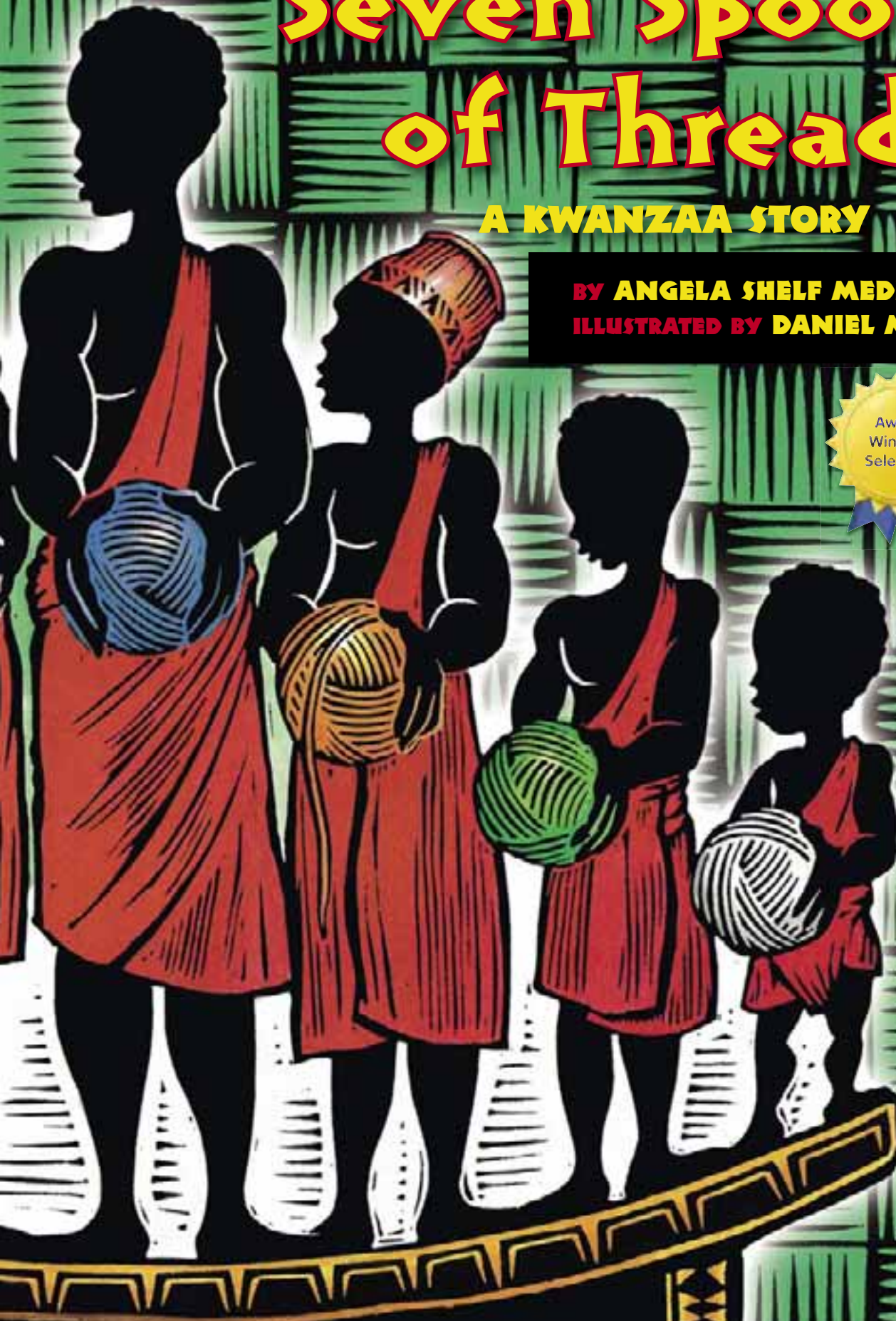
Seven Spools of Thread

A KWANZAA STORY

BY ANGELA SHELF MEDEARIS

ILLUSTRATED BY DANIEL MINTER

Award
Winning
Selection





In a small African village in the country of Ghana there lived an old man and his seven sons. After the death of his wife, the old man became both father and mother to the boys. The seven brothers were handsome young men. Their skin was as smooth and dark as the finest mahogany wood. Their limbs were as straight and strong as warriors' spears.

But they were a disappointment to their father. From morning until night, the family's small home was filled with the sound of the brothers' **quarreling**.

As soon as the sun brought forth a new day, the brothers began to argue. They **argued** all morning about how to tend the crops. They argued all afternoon about the weather.

"It is hot," said the middle son.

"No—a cool breeze is blowing!" said the second son.

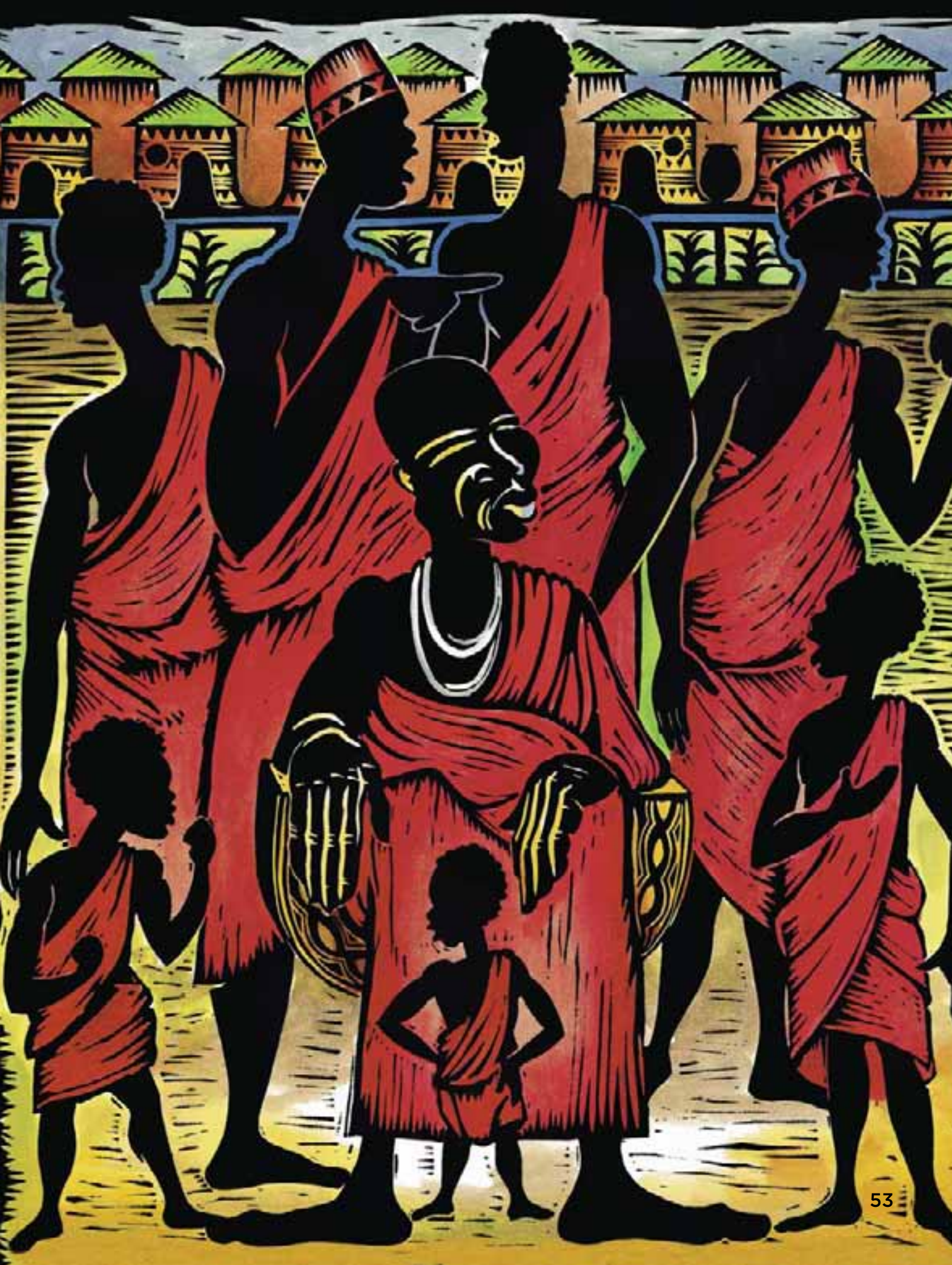
They argued all evening about when to return home.

"It will be dark soon," the youngest said. "Let's finish this row and begin anew tomorrow."

"No, it's too early to stop," called the third son.

"Can't you see the sun is setting?" shouted the sixth son.

And so it would continue until the moon **beamed** down and the stars twinkled in the sky.





At mealtime, the young men argued until the stew was cold and the fu fu was hard.

“You gave him more than you gave me,” whined the third son.

“I divided the food equally,” said their father.

“I will starve with only this small portion on my plate,” complained the youngest.

“If you don’t want it, I’ll eat it!” said the oldest son. He grabbed a handful of meat from his brother’s plate.

“Stop being so greedy!” said the youngest.

And so it went on every night. It was often morning before the seven brothers finished dinner.

One sad day, the old man died and was buried. At sunrise the next morning, the village Chief called the brothers before him.

“Your father has left an inheritance,” said the Chief.

The brothers whispered excitedly among themselves.

“I know my father left me everything because I am the oldest son,” said the oldest.

“I know my father left me everything because I am the youngest son,” said the youngest.

“He left everything to me,” said the middle son.

“I know I was his favorite.”

“Eeeh!” said the second son. “Everything is mine!”

The brothers began shouting and shoving. Soon, all seven were rolling around on the ground, hitting and kicking each other.

“Stop that this instant!” the Chief shouted.

The brothers stopped fighting. They shook the dust off their clothes and sat before the Chief, eyeing each other suspiciously.

“Your father has decreed that all of his property and **possessions** will be divided among you equally,” said the Chief. “But first, by the time the moon rises tonight, you must learn how to make gold out of these spools of silk thread. If you do not, you will be turned out of your home as beggars.”

The oldest brother received blue thread. The next brother, red. The next, yellow. The middle son was given orange thread; the next, green; the next, black; and the youngest son received white thread. For once, the brothers were speechless.

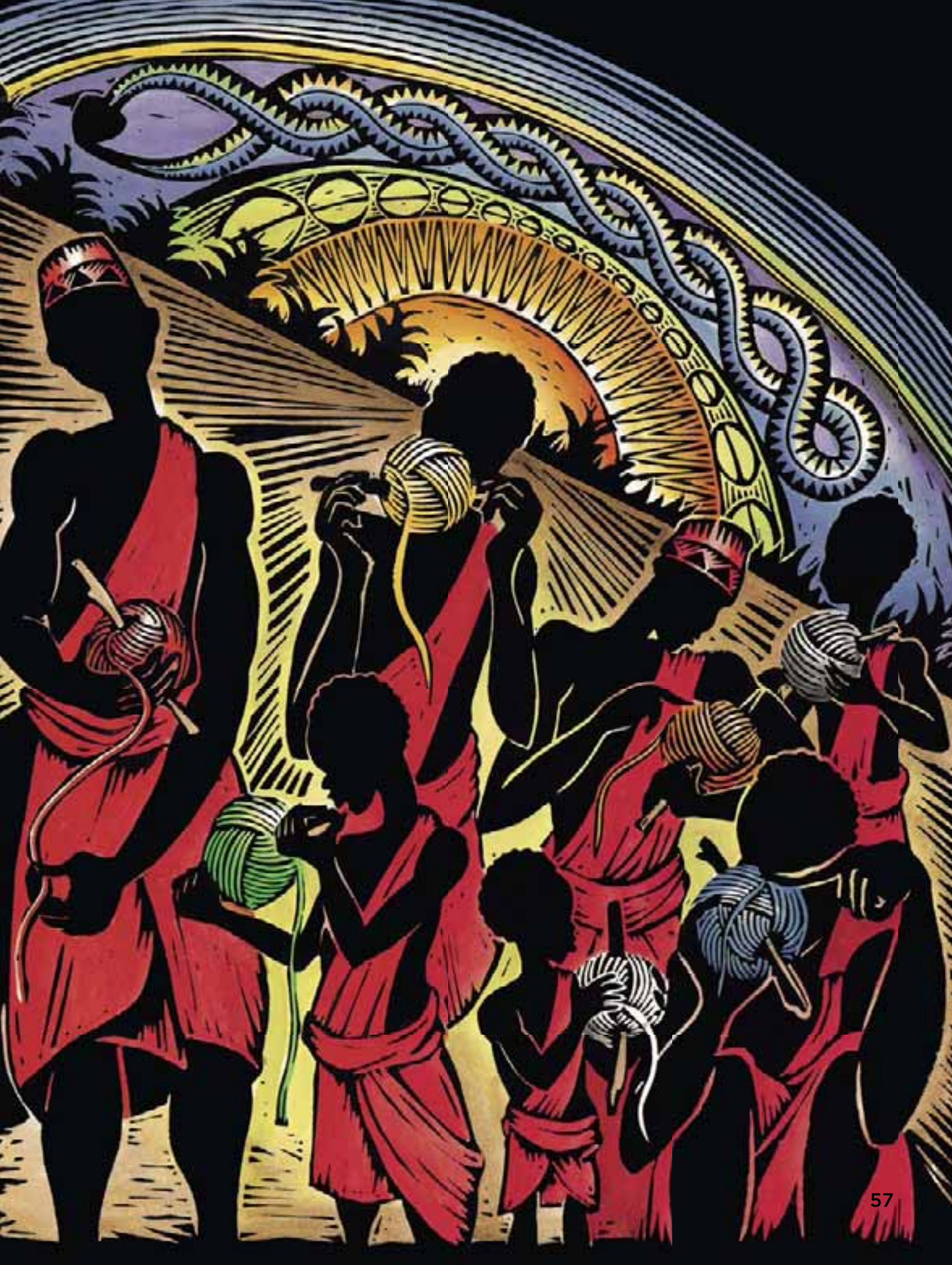
The Chief spoke again. “From this moment forward, you must not argue among yourselves or raise your hands in anger towards one another. If you do, your father’s property and all his possessions will be divided equally among the poorest of the villagers. Go quickly; you only have a little time.”

The brothers bowed to the Chief and hurried away.



Draw Conclusions

Why were the brothers speechless after listening to the Chief?



When the seven Ashanti brothers arrived at their farm, something unusual happened. They sat side by side, from the oldest to the youngest, without saying anything unkind to each other.

“My brothers,” the oldest said after a while, “let us shake hands and make peace among ourselves.”

“Let us never argue or fight again,” said the youngest brother.

The brothers placed their hands together and held each other tightly.



For the first time in years, peace rested within the walls of their home.

“My brothers,” said the third son quietly, “surely our father would not turn us into the world as beggars.”

“I agree,” said the middle son. “I do not believe our father would have given us the task of turning thread into gold if it were impossible.”

“Could it be,” said the oldest son, “that there might be small pieces of gold in this thread?”





The sun beamed hotly overhead. Yellow streams of light crept inside the hut. Each brother held up his spool of thread. The beautiful colors sparkled in the sunlight. But there were no nuggets of gold in these spools.

"I'm afraid not, my brother," said the sixth son. "But that was a good idea."

"Thank you, my brother," said the oldest.

"Could it be," said the youngest, "that by making something from this thread we could earn a fortune in gold?"

"Perhaps," said the oldest, "we could make cloth out of this thread and sell it. I believe we can do it."

"This is a good plan," said the middle son. "But we do not have enough of any one color to make a full bolt of cloth."

"What if," said the third son, "we weave the thread together to make a cloth of many colors?"

"But our people do not wear cloth like that," said the fifth son. "We wear only cloth of one color."

"Maybe," said the second, "we could make a cloth that is so special, everyone will want to wear it."

"My brothers," said the sixth son, "we could finish faster if we all worked together."

"I know we can succeed," said the middle son.

The seven Ashanti brothers went to work. Together they cut the wood to make a loom. The younger brothers held the pieces together while the older brothers assembled the loom.



They took turns weaving cloth out of their spools of thread. They made a pattern of stripes and shapes that looked like the wings of birds. They used all the colors—blue, red, yellow, orange, green, black, and white. Soon the brothers had several pieces of beautiful multicolored cloth.



When the cloth was finished, the seven brothers took turns neatly folding the brightly colored **fabric**. Then they placed it into seven baskets and put the baskets on their heads.

The brothers formed a line from the oldest to the youngest and began the journey to the village. The sun slowly made a golden path across the sky. The brothers hurried down the long, dusty road as quickly as they could.

As soon as they entered the marketplace, the seven Ashanti brothers called out, “Come and buy the most wonderful cloth in the world! Come and buy the most wonderful cloth in the world!”

They unfolded a bolt and held it up for all to see. The multicolored fabric glistened like a rainbow. A crowd gathered around the seven Ashanti brothers.

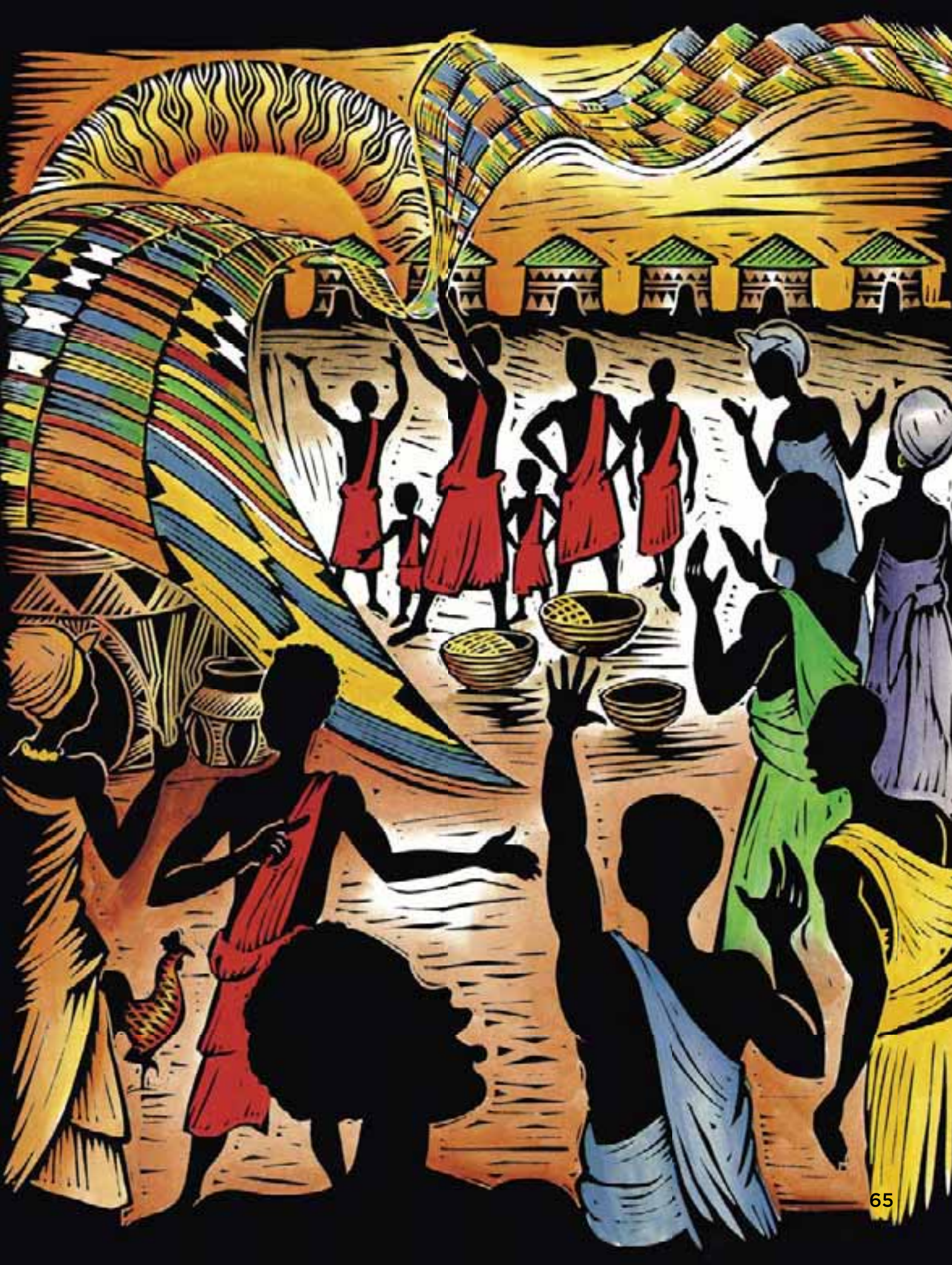
“Oh,” said one villager. “I have never seen cloth so beautiful! Look at the unusual pattern!”

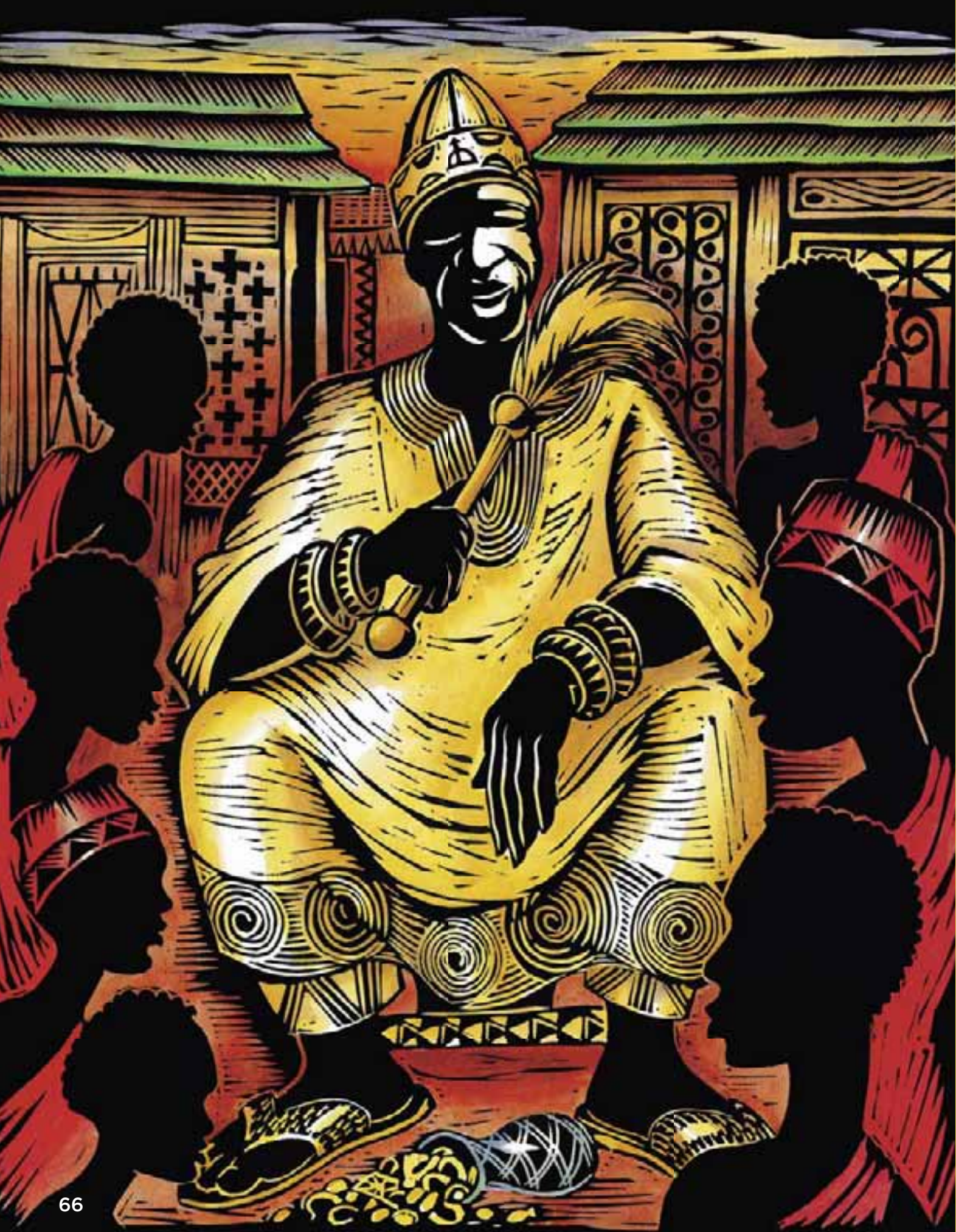
“Ah,” said another. “This is the finest fabric in all the land! Feel the texture!”



Draw Conclusions

What have the brothers learned?





The brothers smiled proudly. Suddenly, a man dressed in magnificent robes pushed his way to the front of the crowd. Everyone stepped back respectfully. It was the King's treasurer. He rubbed the cloth between the palms of his hands. Then he held it up to the sunlight.

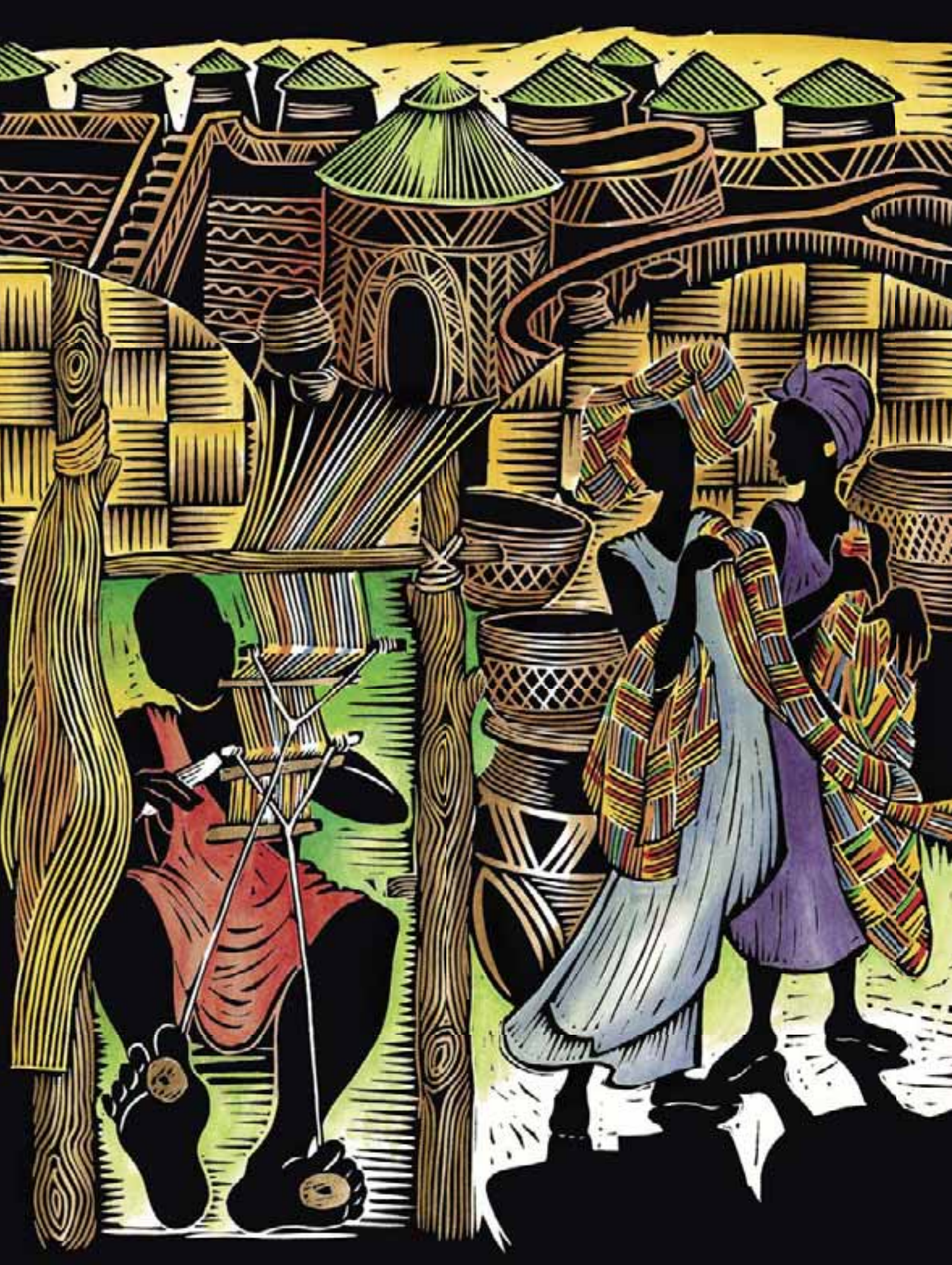
"What a thing of beauty," he said, fingering the material. "This cloth will make a wonderful gift for the King! I must have all of it."

The seven brothers whispered together.

"Cloth fit for a king," said the oldest, "should be **purchased** at a price only a king can pay. It is yours for one bag of gold."

"Sold," said the King's treasurer. He untied his bag of gold and spilled out many pieces for the brothers.

The seven Ashanti brothers ran out of the marketplace and back down the road to their village.



A shining silver moon began to creep up in the sky. Panting and dripping with sweat, the brothers threw themselves before the Chief's hut.

"Oh, Chief," said the oldest, "we have turned the thread into gold!"

The Chief came out of his hut and sat upon a stool.

The oldest brother poured the gold out onto the ground.

"Have you argued or fought today?" asked the Chief.

"No, my Chief," said the youngest. "We have been too busy working together to argue or fight."

"Then you have learned the lesson your father sought to teach you," said the Chief. "All that he had is now yours."

The older brothers smiled happily, but the youngest son looked sad.

"What about the poor people in the village?" he asked.

"We receive an inheritance, but what will they do?"

"Perhaps," said the oldest, "we can teach them how to turn thread into gold."

The Chief smiled. "You have learned your lesson very well."

The seven Ashanti brothers taught their people carefully. The village became famous for its beautiful, multicolored cloth, and the villagers prospered.



From that day until this, the seven Ashanti brothers have worked together, farming the land.

And they have worked peacefully, in honor of their father.



Sticks in a bundle are unbreakable.

—African Proverb





WEAVING A TALE WITH ANGELA AND DANIEL



Author **Angela Shelf Medearis** wrote this story to celebrate the African American holiday Kwanzaa. When Angela was growing up, there were no books for her to read about her African American heritage. Today she writes books about African Americans so readers can feel proud of who they are.

Illustrator **Daniel Minter** often carves and paints on wood, just as he did for this story. Woodcarving is an important part of traditional African art. Daniel's carvings help keep these traditional arts alive.



Other books by Angela Shelf Medearis: *Too Much Talk* and *The Freedom Riddle*



Find out more about Angela Shelf Medearis and Daniel Minter at www.macmillanmh.com

Author's Purpose

Did Angela Shelf Medearis write this story to explain, inform, or entertain? What clues show readers her purpose for writing?

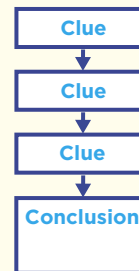


Comprehension Check



Summarize

Summarize the plot of *Seven Spools of Thread*. Use your Conclusion Map to help you recall clues that tell how the brothers behave at the end.



Think and Compare



1. Instead of ordering them to stop **quarreling**, the Chief ordered the brothers to make gold from thread. Why do you think he did that? Use your Conclusion Map to help you answer. **Make Inferences and Analyze: Draw Conclusions**
2. Look back at page 61. What lesson about teamwork are the brothers beginning to learn? Use story details in your answer. **Analyze**
3. Think about a quarrel you had. What positive lesson did you learn? **Apply**
4. The brothers taught the villagers how to weave the special cloth. Why is that better than giving the villagers their money? Explain. **Evaluate**
5. Read "Community Works" on pages 48–49. How is the problem in this story similar to the problem in *Seven Spools of Thread*? How are the solutions to the problems different? Use details from both stories in your answer. **Reading/ Writing Across Texts**





FCAT Social Studies

Genre

Newsletters contain nonfiction writing that gives up-to-date information about real people and things.

Text Feature

Rules are a list of ways you should behave.

Content Vocabulary

conflict

resolve

respect

Our Class Newsletter

by Mrs. Simon's Third-Grade Class

On Monday Mrs. Simon helped us settle an argument between Marcus and Nathan. We have been learning about **conflict** resolution in her class. A conflict is a problem between people. To **resolve** something means to solve it. So conflict resolution is solving problems so we can get along better.

Here's what happened: Marcus couldn't find his homework. He thought that Nathan took it. Marcus was really mad.

First, Mrs. Simon told Marcus to cool off. Next, she asked him to calmly explain what was bothering him. Marcus said, "I'm mad at Nathan because I think he took my homework."

Mrs. Simon asked Nathan to understand how Marcus felt. Nathan said, "I'd be mad, too, if someone took my homework. That's why I would never do that."

The class made a list of possible solutions and discussed them. We thought it would be best for Nathan to help Marcus look for his homework. Guess what happened? When Nathan helped, Marcus found his paper. It was in his notebook all along. We learned that conflict resolution works!



Our Classroom Rules



FCAT Reading Rules

In our class we **respect** each other. These rules can help us stop problems before they start!

- Be polite to each other.
- Keep your hands to yourself.
- Raise your hand to speak.
- Follow the teacher's directions.



FCAT Connect and Compare

1. Look at the classroom rules. Why do you think the second rule is important? **Reading Rules**
2. How can Mrs. Simon's tips help you in your own life? When might you need to use them? **Apply**
3. Think about *Seven Spools of Thread*. Which steps did the brothers use to solve their problem? How were their steps similar to Nathan's? **Reading/Writing Across Texts**

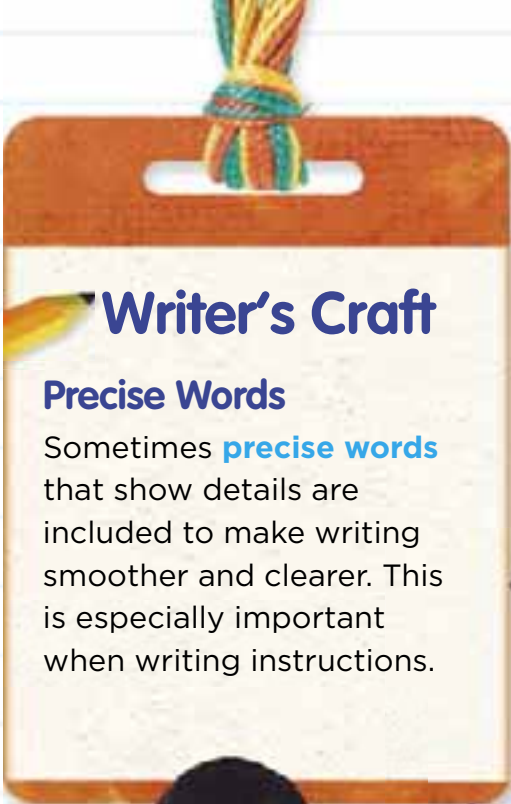


Social Studies Activity

Write a list of rules for your school playground. Compare lists with a partner. Then combine your lists. Share your final list of rules with the class.



Find out more about getting along at
www.macmillanmh.com



Writer's Craft

Precise Words

Sometimes **precise words** that show details are included to make writing smoother and clearer. This is especially important when writing instructions.



I used precise words to tell how to make a paper place mat.

I added some details to make my sentences smoother and clearer.

Write a Poster with Directions

Make a Rainbow Place Mat

by Peter K.

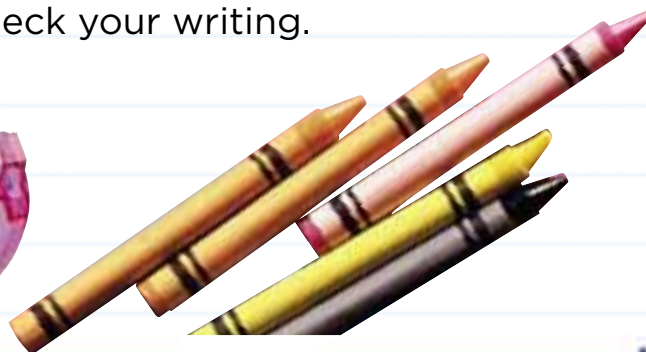
A rainbow-colored place mat is easy to make. You will need tape, scissors, and paper in several colors.

1. Fold a piece of paper in half.
2. Starting from the fold, make five cuts that end one inch from the paper's edge. Unfold.
3. Cut one-inch-wide strips from the other pieces of paper.
4. Weave the strips between the cuts you made. Then, tape the strips together.
5. Your place mat is ready to use!



Your Turn

Write a poster with directions for making something to use, eat, or wear. Be sure to add precise words that provide details and make sentences read clearly and flow smoothly. Use the Writer's Checklist to check your writing.

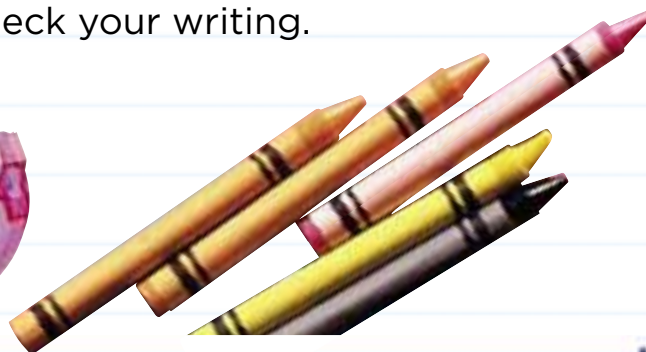


Writer's Checklist

- ☒ **Ideas and Content:** Did I give enough information to make this project?
- ☒ **Organization:** Are the directions in order?
- ☒ **Voice:** Did I write directly to my readers?
- ☐ **Word Choice:** Did I choose **precise words** that make my meaning clear?
- ☒ **Sentence Fluency:** Did I add words to provide details and make sentences flow smoothly?
- ☒ **Conventions:** Did I use linking verbs correctly? Did I use the correct punctuation at the end of complete sentences?

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Talk About It

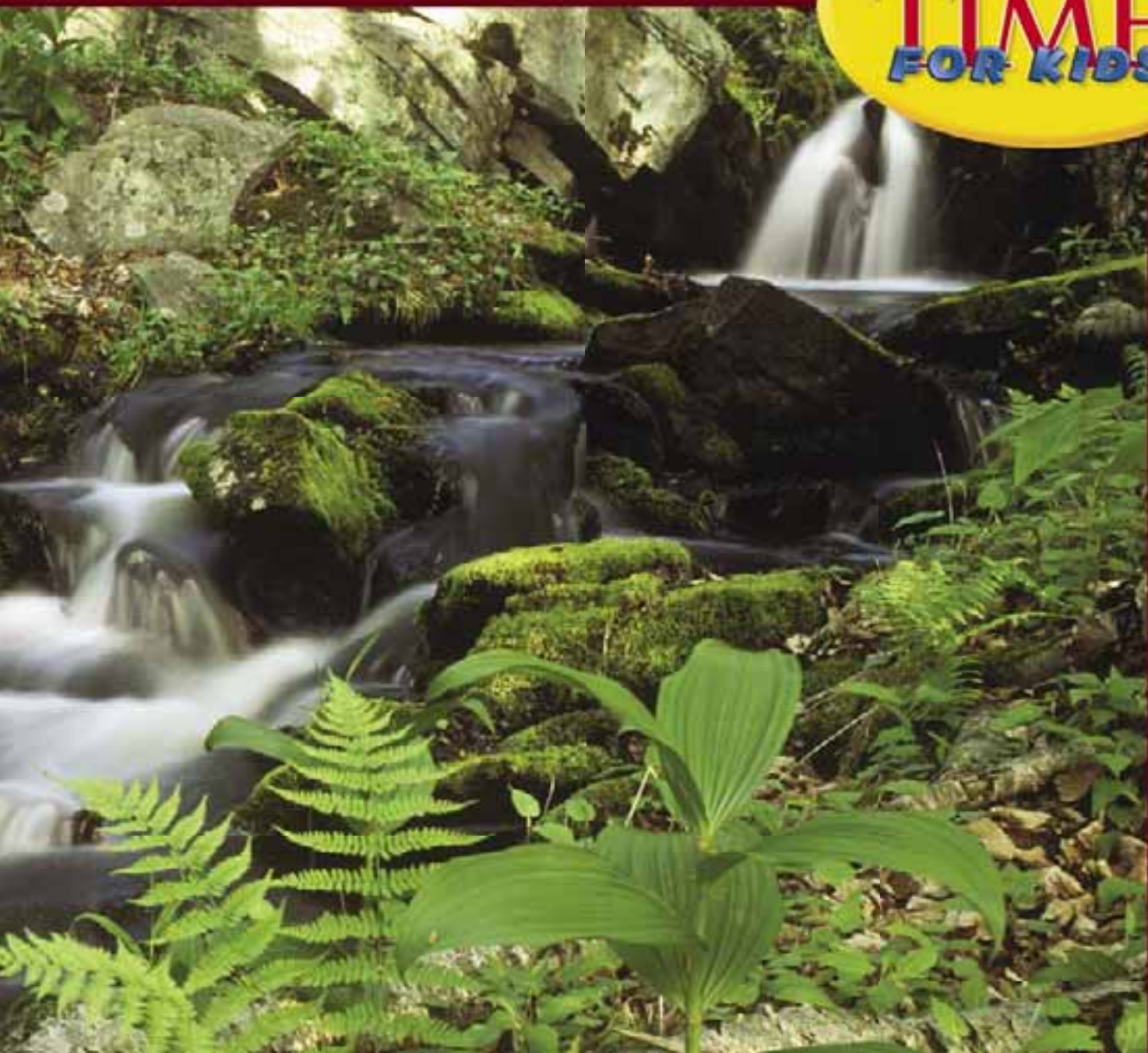
Why do people need the natural resources shown on these pages?



Find out more about natural resources at www.macmillanmh.com

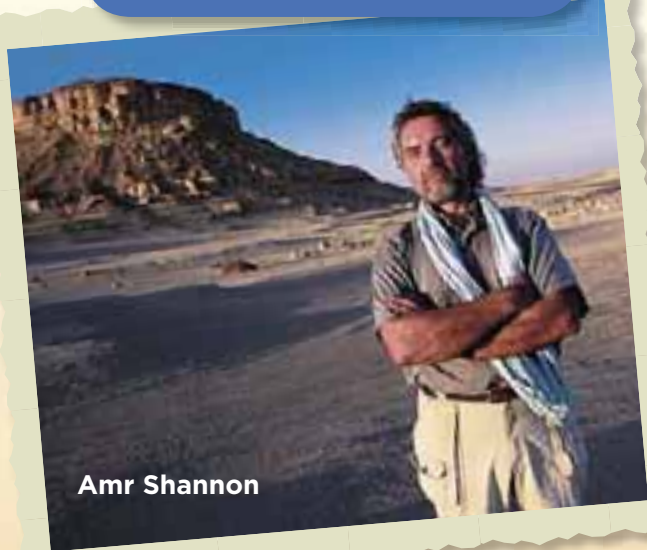
Protecting Our Natural Resources





Vocabulary

native
shouldn't
research
sprout
clumps



Amr Shannon

Saving Egypt's Great Desert

Egypt's vast Western Desert is 600 miles long and 900 miles wide—and it's very hot. Temperatures in the summer can go up to 100 degrees.

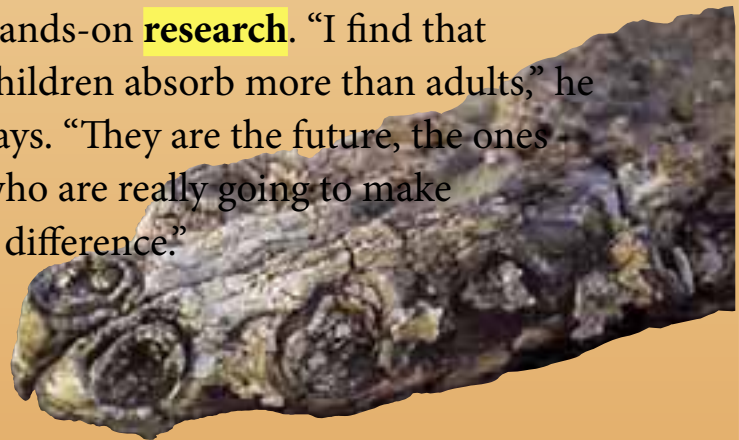
The Western Desert used to be one of Earth's most private spots, but now its many visitors are making it a popular tourist attraction. New roads and buildings are threatening **native** plants and animals of the desert ecosystem. Some visitors even remove priceless fossils from the desert.

Amr (AH•muhr) Shannon is an expert on the Western Desert. He wants to protect it, especially an area

known as the Valley of the Whales. It is full of ancient crocodile, shark, and whale fossils.

"Fossils are disappearing at a very fast rate," says Shannon. They **shouldn't** be removed.

Shannon thinks kids between the ages of 6 and 12 can learn to protect the desert. He takes groups of kids on a two-day desert adventure for hands-on **research**. "I find that children absorb more than adults," he says. "They are the future, the ones who are really going to make a difference."



An ancient crocodile fossil from the Valley of the Whales

Earth's Biomes

A biome is a large community of plants and animals that live in a certain type of climate. Here's a look at the seven major biomes in the world.



Polar Bear

Arctic Tundra

A cold area in the far north around the Arctic Ocean. The frozen soil makes it impossible for trees to **sprout**, or grow, from seed. It is Earth's coldest biome.



Orchid

Rain Forest

A wet and humid forest that receives at least 70 inches of rain a year. **Clumps**—groups growing close together—of mosses and fungi grow on the forest floor.



Cactus

Desert

A dry area that gets very little rainfall. There are two kinds of deserts: hot and dry, or cold and dry.

Mountains

Very cold and windy environments that exist on every continent.



Mountain Goat

Deciduous Forest

Found in mild-temperature zones. It is mostly made up of trees that lose their leaves.



Raccoon

Grasslands

Vast areas of grassy fields, perfect for growing food.



Zebra

Coniferous Forest

A biome of cone-bearing trees south of the Arctic tundra.



Snowshoe Hare



Dana Beach

Sandy Island's Best Beach

Kids who live on Sandy Island in South Carolina ride to their classes on a school boat! The island has rare trees, birds, plants, and only 120 people.

When some landowners wanted to build a bridge to the mainland, the islanders feared it would ruin the natural environment. Environmentalist Dana Beach and other islanders stopped the bridge. Then he helped turn the endangered longleaf-pine forest into a nature preserve to protect it forever.



Find out more about natural resources at
www.macmillanmh.com

Comprehension

Genre

Nonfiction Articles give information about real people, places, or things.



Monitor Comprehension

Compare and Contrast

When you look for similarities, you compare two or more things or ideas. When you look for differences, you contrast them.

WASHINGTON WEED WHACKERS

WHAT ALIEN SPECIES IS
CREEPING ALONG THE
SHORES OF PUGET SOUND?



The “weed whackers” of Lincoln Elementary, in Mount Vernon, Washington

Spartina is a perfectly good plant. It creates a habitat and food for many fish and wildlife. So why do the kids at Lincoln Elementary School in Mount Vernon, Washington, want to get rid of it? It's because spartina **shouldn't** live on the West Coast. In Washington State's Puget Sound, spartina has turned into a life-choking weed.

Spartina is **native** to the East Coast. There, native plants and animals keep it from growing out of control. Besides providing a wetland habitat, spartina's roots stop soil from being washed away in the tide. However, in Washington these traits are not helpful. Spartina is an alien species because it does not grow there naturally.

AN ALIEN ATTACKS!

Since no animals eat spartina in Puget Sound, it grows in thick **clumps**, crowding out native plants. Its roots hurt rather than help. "It clogs up all the mud and changes the shape of the mud flats," explains student Seth Morris. In the East it creates a good habitat, but in the West, it has caused crabs, snails, salmon, and shorebirds to leave because there is less food.

This photo shows how spartina is spreading in Puget Sound and has crowded out native plants.



When the kids at Lincoln Elementary School took on the spartina problem, they didn't know how the plant got to the Northwest. The kids contacted local experts and hit the books to do some **research**.

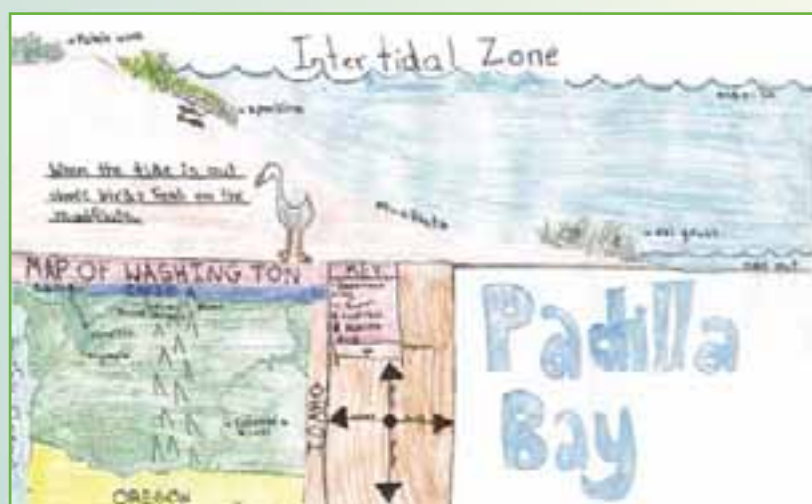
WHERE DID IT COME FROM?

Students Seth Morris and Anna Hansen reported that spartina came to Puget Sound in a few ways. "Spartina goes back to the late 1800s, when it came here from the East Coast," Seth explains. Settlers wanted to raise oysters in the West. They packed them in wet spartina to keep them fresh. When the oysters were put in new beds in Puget Sound, it made spartina seeds **sprout**.

Spartina was also introduced when duck hunters planted it to attract more ducks. Engineers brought the plant in to keep soil from washing away, and farmers planted it to feed their cattle.

TAKING ACTION

The classes worked in teams. One team researched Padilla Bay. Another team made drawings of spartina and its effects on the shore. The third team worked to get the word out about spartina. All the kids wrote letters to state lawmakers, urging them to help.

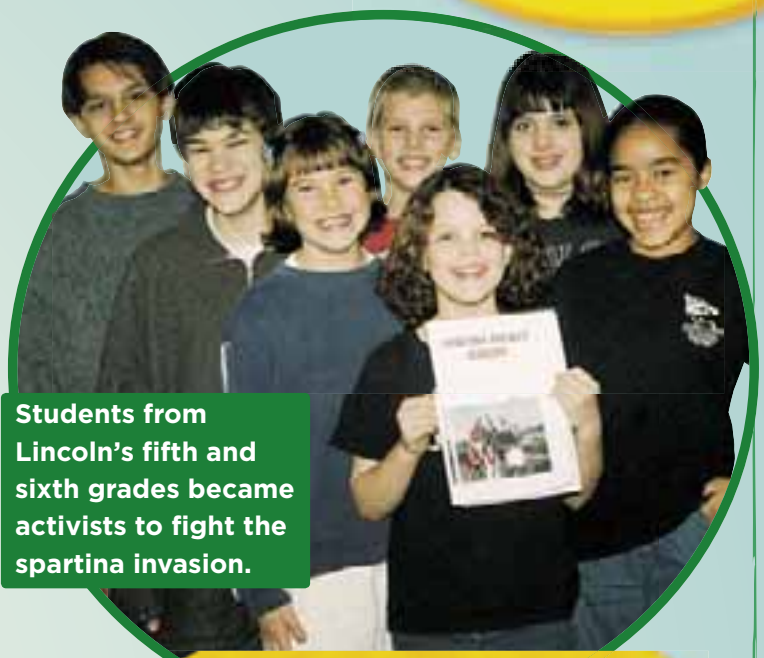


A student's drawing shows where spartina has invaded Padilla Bay.

Getting rid of spartina takes lots of hard work and money. That's why the students wanted to teach the community about the weed. First, they held town meetings to discuss spartina's impact on the environment. They also traveled to the state capitol in Olympia to talk about the problem. The kids even headed to Padilla Bay to snip off spartina seed heads to keep the weed from spreading.

"One of the big lessons we learned from this project," says their teacher, Teresa Vaughn, "was that we can't take care of the problem by just taking care of it in our bay. This is a problem for the entire Northwest coast."

The kids know that saving Padilla Bay will be hard work. It took decades for the spartina problem to take root. It'll take many years to get rid of it.



Students from Lincoln's fifth and sixth grades became activists to fight the spartina invasion.

Think and Compare



1. What is the difference between spartina growth in the East and in Washington?
2. Why is spartina described as an alien?
3. What do you think is the hardest part of what the kids at Lincoln Elementary School did? Explain.
4. How have people brought on the problems described in "Saving Egypt's Great Desert" and "Washington Weed Whackers"?



Test Strategy

Think and Search

The answer is in more than one place. Keep reading to find the answer.

Up a Creek

Students in Jean Mahoney's class worked all year to clean up Arana Creek. The creek winds around Santa Cruz, California. It is part of the Arana Gulch watershed. A watershed is an area where water from rivers, creeks, rain, or snow drains into a larger body of water.

Watersheds are ideal habitats for steelhead trout to lay eggs, but the Arana Gulch area is polluted. The creek is clogged with sediment, or loose dirt, that falls into the bay and smothers fish eggs.

After Mahoney's class learned about the area's plants and animals, they went to work. They picked up trash and removed weeds. Then they planted trees and grasses to help hold the soil together. That way the creek doesn't fill with sediment.

After they helped control soil erosion, the students looked for a way to help the steelhead make it safely to the bay. They changed how the water flowed, making it easier for the fish to get through.

The following spring they tested the water temperature and sediment levels. Conditions were just right for the trout!



Students work hard to keep sediment from clogging up the creek.



Directions: Answer the questions.

1. How does pollution affect fish in a natural habitat?

- A** It creates a watershed to protect them.
- B** It makes it hard for fish to swim and for their eggs to hatch.
- C** It decreases the average water temperature.
- D** It reduces the amount of sediment, making it easier to swim.

2. How would you describe the students in Ms. Mahoney's class?

- A** excited about trout fishing
- B** unhappy about working outside the classroom
- C** interested in protecting the environment
- D** tired of picking up trash and weeds

3. What is the BEST way to protect steelhead trout eggs?

- A** Prevent soil erosion.
- B** Create man-made lakes.
- C** Forbid fishing in the bay.
- D** Drain the rivers and creeks.

4. In what ways was Arana Creek better off after Jean Mahoney's class worked on it?

5. Many students volunteer their time to help fight pollution and improve the environment. Would you be willing to give up your time? Why or why not?

Tip

Keep reading.
The answer may
be in more than
one place.



Write to a Prompt

“Washington Weed Whackers” is about kids working to solve the spartina problem. Imagine you are one of those kids. You are chosen to appear on TV to talk about the problem. While you are on TV, something unexpected happens. Write a story about it.



The beginning of my story explains the setting, or where the story takes place.

A Very Big Surprise

Today was the big day! I had volunteered to talk about spartina on TV. I walked into the studio ready for my big TV break.

Soon, we went on live. First I answered questions. Then I said, “We need to educate people about the spartina problem, but that takes lots of time and money.”

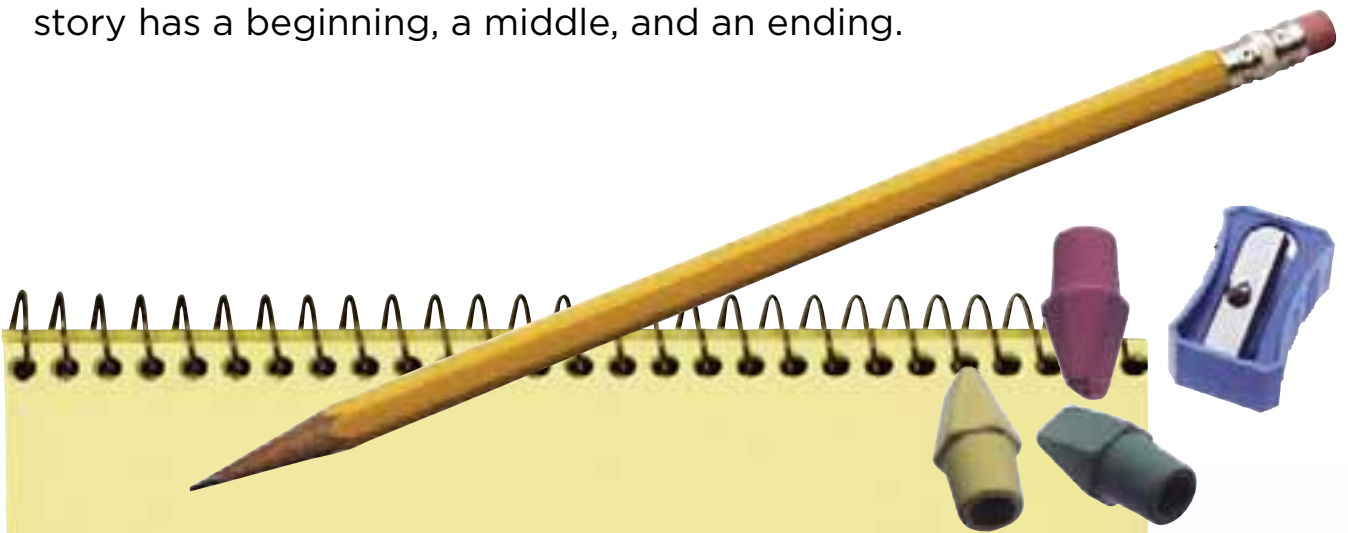
Then the host said, “We have someone here who can help you with that.”

Suddenly, the President of the United States walked onto the stage. “I think I can help,” he said. The President handed me a check for two million dollars! “Do you think this will help your class tackle the spartina problem?” I just stood there nodding!

“I guess she’s speechless,” the host said.

Writing Prompt

Imagine that you and your class are trying to solve a problem in your community. It is the first day of the project and something unusual happens. Write a story about your unusual day. Make sure your story has a beginning, a middle, and an ending.

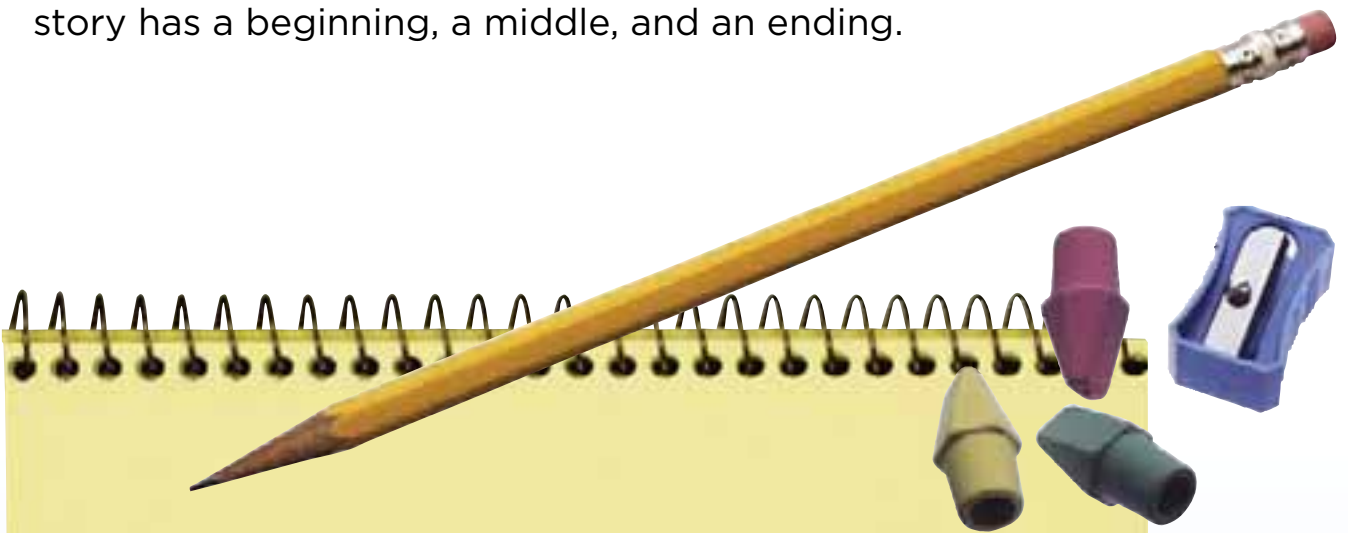


Writer's Checklist

- ☒ Ask yourself, who will read my story?
- ☒ Plan your writing before beginning.
- ☒ Use details to support your story.
- ☒ Be sure your story has a plot (beginning, middle, and ending), characters, and setting.
- ☒ Use your best spelling, grammar, and punctuation.

Writing Prompt

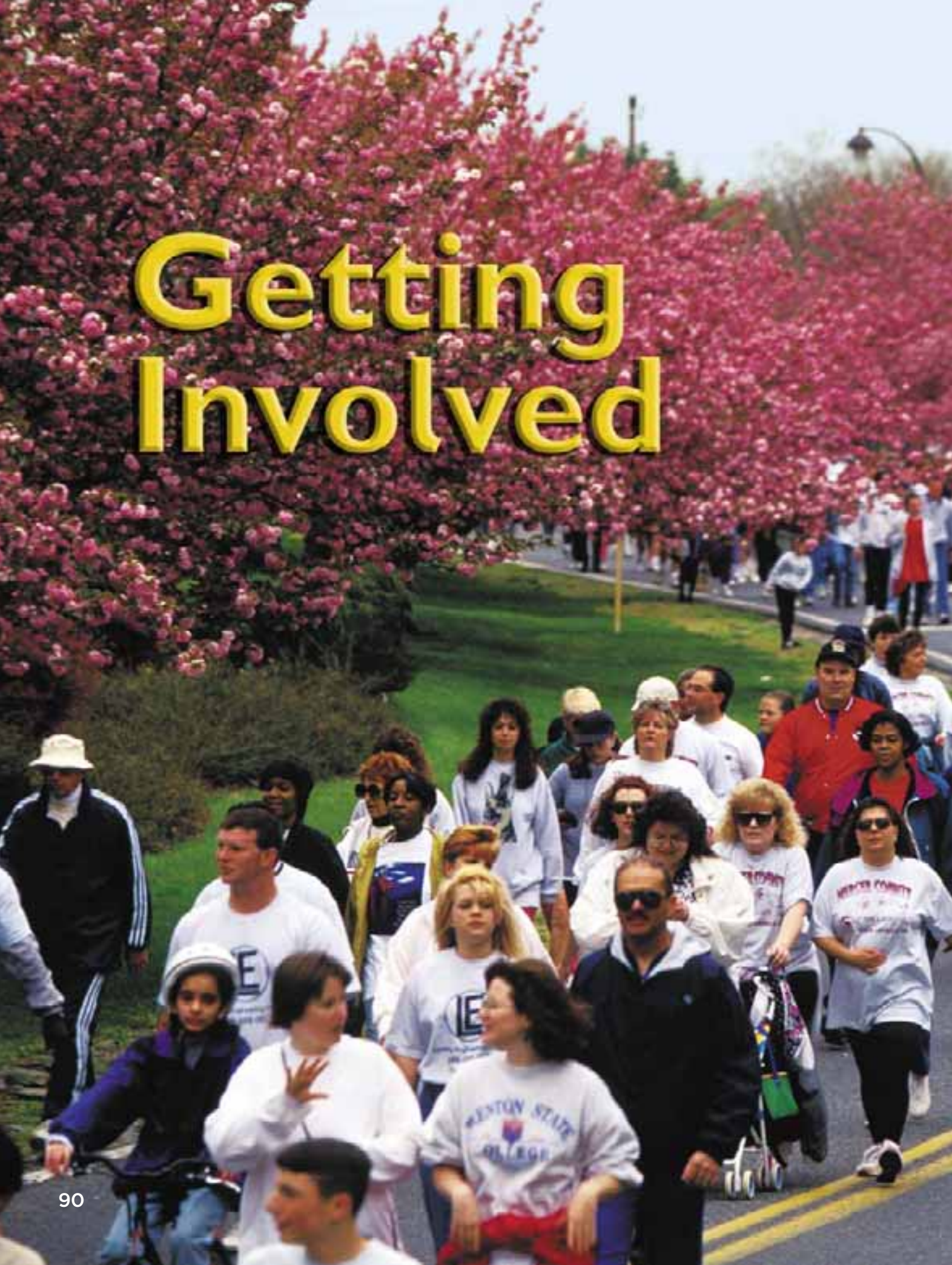
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Getting Involved





Talk About It

What are some ways that you can get involved to help your family or community?



Find out more about getting involved at www.macmillanmh.com

Vocabulary

tour	slogan
volunteers	grownups
community	deserve
thrilled	interviewed



Context Clues

Examples can help you figure out the meaning of unknown words.

Use the example in the story to figure out the meaning of *slogan*.

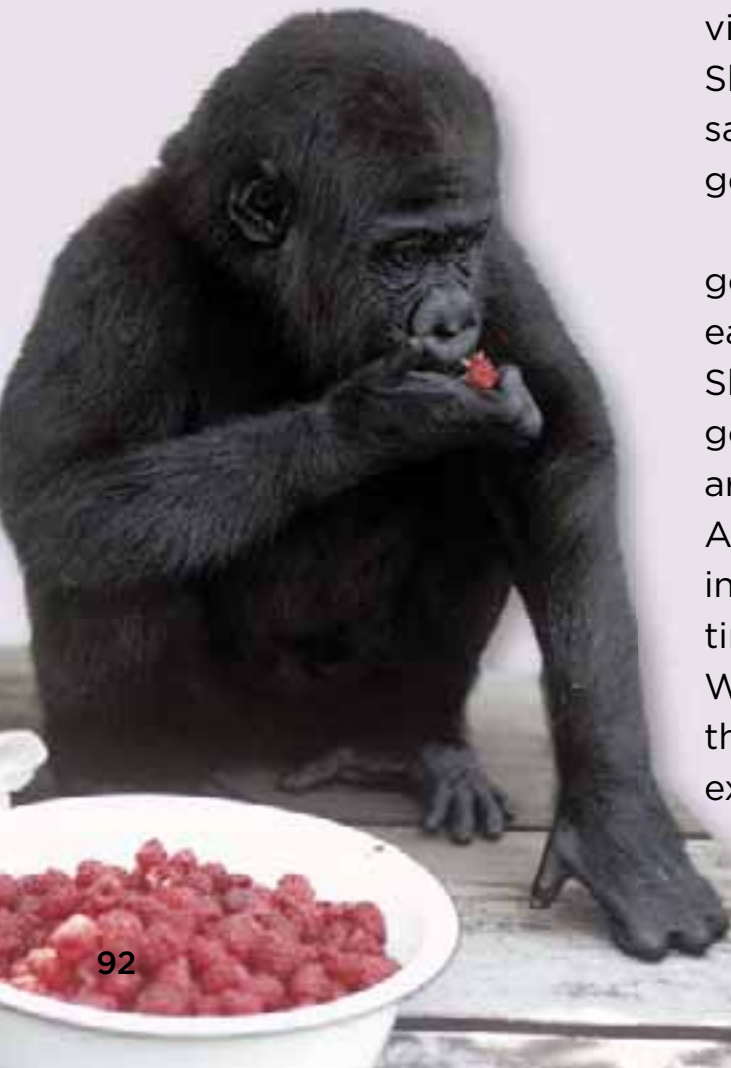
GORILLA GARDEN

by Michael Feldman

Have you ever taken a **tour** of a zoo? If so, it's likely that the person who led you through the zoo helped you to learn a lot about the animals.

Amelia Rinas is a high school student who lives in Ohio. One day Amelia visited the Cleveland Metroparks Zoo. She worried about the gorillas she saw there. She wondered if they were getting the right foods.

Amelia read all she could about gorillas and learned what they like to eat. Then she started a "gorilla garden." She grows the fruits and vegetables that gorillas love to eat. Some of those foods are tomatoes, carrots, and strawberries. Amelia works with other **volunteers** in her **community** who use their extra time to help Amelia and the gorillas. When they take the food to the zoo, the gorillas are **thrilled**. They look so excited!



Who is responsible for Amelia's interest in animals? Amelia is a member of Roots & Shoots. Its members are young people who care about animals and the environment. They helped Amelia understand that animals need our care, too. The **slogan** on the Roots & Shoots Web site is "Inspire, take action, make a difference." These words tell what the group is all about. The group urges kids and **grownups**, including parents and teachers, to do what they can to make a difference where they live.

Amelia believes that both people and animals **deserve** to be treated well.



When **interviewed** about her project, Amelia said, "I joined Roots & Shoots because I wanted to make a difference in the world."

There are many ways to make a difference in the world. Amelia Rinas's gorilla garden has helped make gorillas happier and healthier.

Reread for Comprehension



Monitor Comprehension

Author's Purpose

As you read, it is important to monitor your comprehension, or check your understanding. To monitor your understanding of an article, think about the author's purpose. An author writes to entertain, inform, or persuade.

Using an Author's Purpose Chart helps you figure out why an author wrote an article. Reread the article to find clues to the author's purpose.

Clues

↓

Author's Purpose

Comprehension

Genre

Nonfiction Articles give information about real people, places, or things.



Monitor Comprehension

Author's Purpose

As you read, use your Author's Purpose Map.

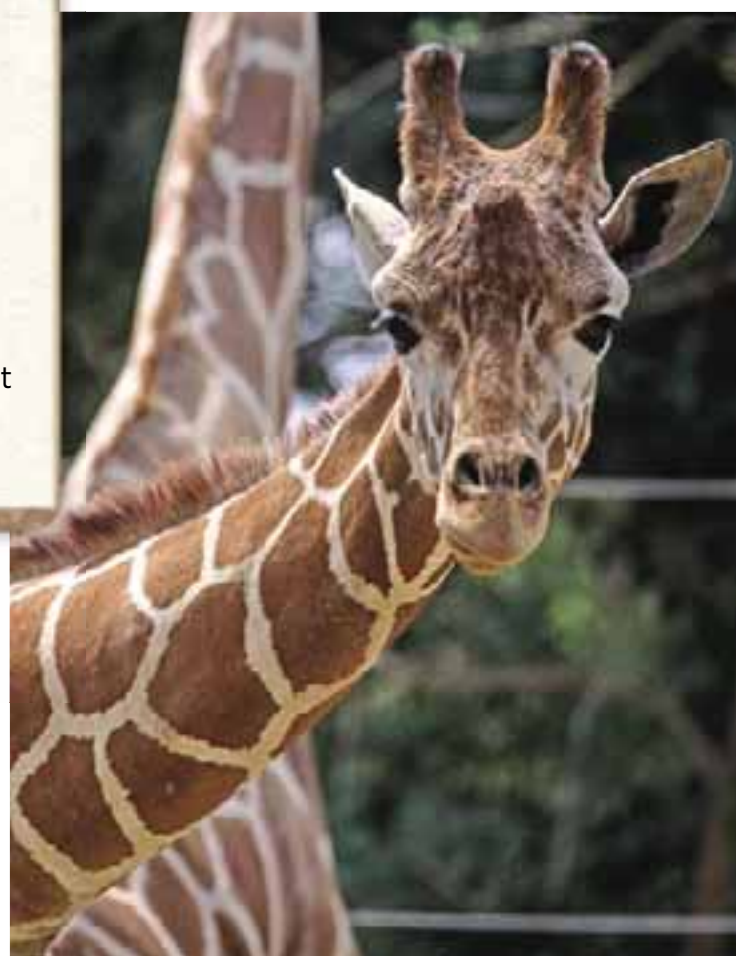
Clues

↓

Author's Purpose

Read to Find Out

What does the author want you to know about Angel?



Here's My Dollar

By Gary Soto



Angel poses with her cat.

How tall is a hero? If you had ever met nine-year-old Angel Arellano, you'd know a hero is four feet two inches tall. Angel's story began on Thanksgiving Day. She was in the kitchen listening to her Great-Grandmother Sandy.

“The zoo has money problems,” Great-Grandmother Sandy remarked.

Angel listened. She heard that Fresno’s Chaffee Zoo didn’t have enough money to take care of its animals. Angel wondered what would happen to the elephants, the hippo, and her favorite reptile, the boa constrictor.

Angel loved animals. She planned to study them and become a zoologist when she grew up. In their own apartment in Fresno, Angel’s family had four cats—Buster, Krystal, Rex, and Oreo. Angel took good care of them and made sure that they always had food and water.



Author’s Purpose

Why does the author tell us about Angel’s pets?



Angel holds a skink at the Chaffee Zoo.

Angel felt sorry for the zoo animals. While the **grownups** were cooking Thanksgiving dinner, Angel was cooking up a way to help the animals. She decided to write a letter to show how she felt.

When she finished writing, Angel showed the letter to her mom and her aunt. They changed some of the words and fixed the spelling. Then Angel copied her letter onto fancy stationery and added a **slogan** at the bottom: "Give a dollar, save a life." She slipped a dollar into the envelope and addressed it to *The Fresno Bee*, the local newspaper.

Angel's letter to
The Fresno Bee



Angel hoped that other people might send a dollar, too, after they had read her letter. She didn't know that the zoo needed three million dollars, but that wouldn't have stopped her anyhow. Angel was a girl on a mission!

A week later, a man from *The Fresno Bee* came to take a picture of Angel. A few days after that, Angel's letter was published in *The Fresno Bee*. Almost immediately, people began sending in checks and dollar bills. Angel's letter was working!

Child's Call to Aid the Zoo



Angel Arellano collects money for the Chaffee Zoo.

By Jim Davis

Nine-year-old Angel Arellano is sparking a grass-roots effort to help the Chaffee Zoo through its financial plight. The little girl sent a letter to *The Bee* and enclosed a \$1 donation for the zoo. She asked others to donate as well. "I just hope it will help," Angel said. "I want the animals to be safe and warm and let them get fed like my letter said." Dozens have followed Angel's lead, sending donations ranging from \$1 to a \$1,000 check that arrived Thursday. After just two days' mail, the zoo has received \$5,084.

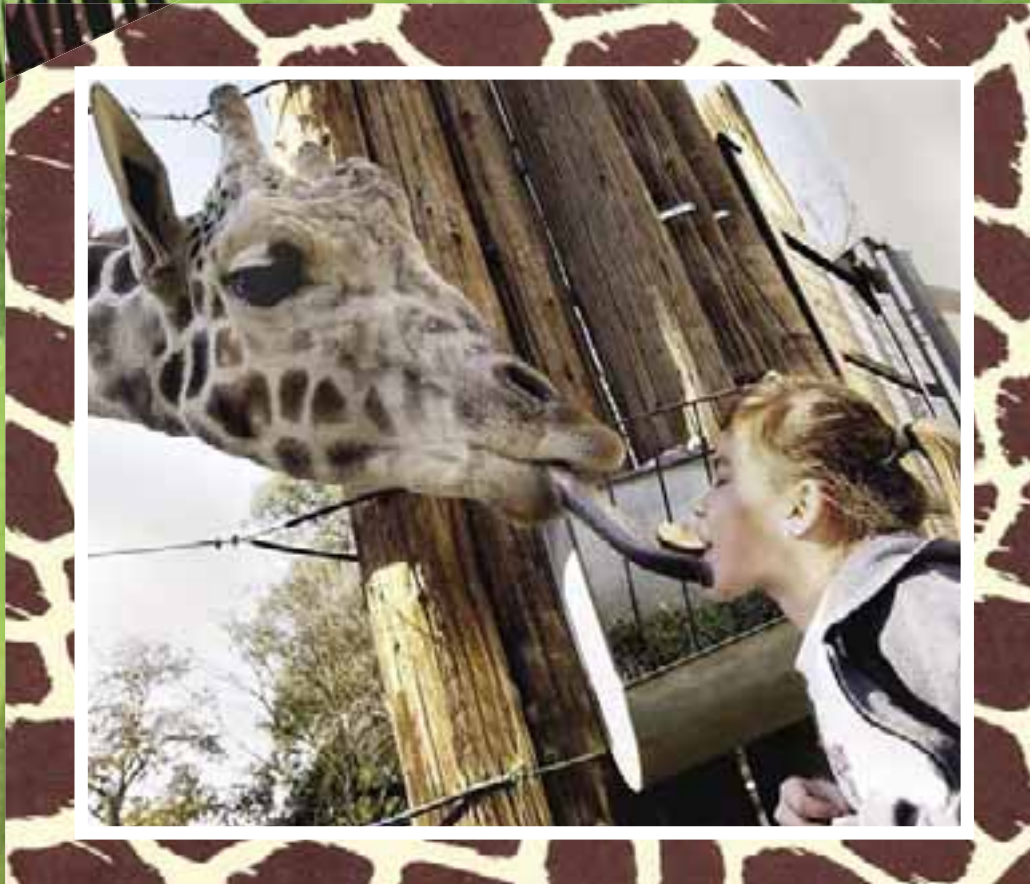
Text from an article about Angel in *The Fresno Bee*, December 6, 2003



Hippos love the zoo's shallow river.

At school, Angel went to each classroom to read the letter that appeared in the newspaper. She asked her schoolmates to give money to the zoo. An empty water jug was placed in each classroom and in the main office. Students—and parents—began to fill the jugs with coins and dollar bills.

Angel's letter had touched the **community** of Fresno—and beyond. Donations for the Chaffee Zoo began to arrive from all over California. One donation came from as far away as England. It seemed as if the whole world wanted to help the zoo.



Angel feeds an apple to Angolia, the giraffe.

The people at the Chaffee Zoo were **thrilled**. They invited Angel and her family to the zoo. They wanted to thank Angel in person and give her a private **tour**.

At the zoo, Angel fed grapes to the chimpanzees. She fed the hippo and the buffalo, too. In a daring mood, Angel placed a slice of apple in her mouth. She stretched her neck toward Angolia, the giraffe, who leaned its long neck down and swiped the apple from her mouth!

Angel went on being a regular kid—for a while. Before long, she was asked to make public appearances to talk about the zoo. The zoo still needed money, and Angel was happy to help. The principal of her school drove her to other schools in the area. He was just as concerned about the zoo animals as Angel.

“The zoo needs your help,” Angel told the other children. “We can all make a difference.”

During these appearances, Angel autographed pieces of paper, posters, and lots of shirts and caps. When reporters **interviewed** her, she tried to be herself. She spoke from her heart.



Angel prepares to make a public service announcement.

Next, Angel was asked to appear on television. She was invited to be on a popular talk show. Angel flew from Fresno to Los Angeles. It was the first time she was ever on a plane!

At the television studio, Angel entered the stage to applause and her favorite rock music. She smiled and waved. The audience was rooting for her. They were rooting for the zoo animals back in Fresno, too.

More donations arrived after Angel's appearance on television. The Chaffee Zoo got larger and larger checks. One was for \$10,000. Another was for \$15,000. And one was for \$50,000!

Of course, many donations were still just for one dollar. Children were sending in what they had, just as Angel had done on Thanksgiving Day.



Angel boards a plane to make a television appearance.

Zookeeper Mary helps Angel hold a boa constrictor.



Everyone was behind Angel and the zoo. High school teams held car washes to raise money. **Volunteers** showed up at the zoo to help paint and clean up. A local business made T-shirts with a picture of the zoo on the front.

The zookeepers were very happy. Ray Navarro is the person most responsible for the animals. He has hauled thousands of buckets of water for the animals. He has pushed wheelbarrows of hay for the elephants, the giraffes, and the zebras. "Angel opened the eyes of Fresno," said Ray. "She made us see that people can make a difference."



Author's Purpose

Why did the author choose to write about Angel?

Angel's fundraising efforts are displayed on a billboard at the zoo.



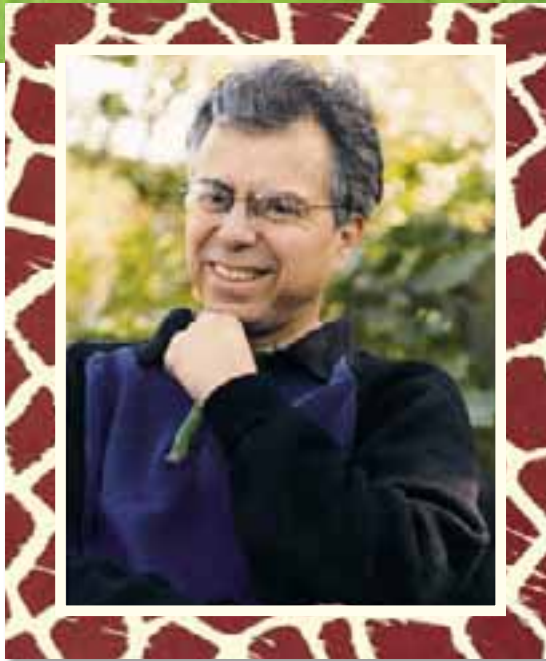
The campaign started with a single dollar from Angel. In six months, the Chaffee Zoo received more than \$600,000. The zoo has used some of the money to fix the pathway to the reptile house where the boa constrictor lives. It has also put in cushioned floors in the giraffe barn, plastered the seal pool, and fixed the rain forest bridge. Buildings have been painted and repaired, too.

The campaign to save the Chaffee Zoo has been exciting. People from Fresno are proud that a young girl woke up their own community spirit. The zoo is looking better and better. And even though the zoo animals can't speak human languages, if they could, they might say, "You are a hero to us, Angel Arellano. You **deserve** our thanks for saving our zoo."



The zoo's seals enjoy a swim in a newly plastered pool, thanks to Angel.

Here's Our Author



Gary Soto was born and raised in Fresno, California, which is also the hometown of the Chaffee Zoo. He has written many poems and stories for children and adults. In his spare time, Gary loves to read, play tennis and basketball, and travel. He still visits Fresno often, and there is a library named for him at Winchell Elementary School in Fresno.



Other books by Gary Soto: *Baseball in April* and *Chato's Kitchen*



Find out more about Gary Soto at

www.macmillanmh.com

Author's Purpose

Suppose you were the author of *Here's My Dollar*. Describe why you wrote this article and how you achieved your goal. Did you want to inform readers about Angel Arellano, persuade readers to do something, or both?



Comprehension Check



Summarize

Summarize “Here’s My Dollar.” Use your Author’s Purpose Chart to help you.

Clues

↓

Author’s Purpose

Think and Compare



1. Why do you think Gary Soto wrote “Here’s My Dollar”?

Monitor Comprehension: Author’s Purpose

2. Reread page 98. Why do you think *The Fresno Bee* published Angel’s letter and her photo? **Analyze**
3. Think of a good cause in your own community, such as a school, library, or park, that needs help. How would you encourage people to help? **Apply**
4. What would happen if someone used a similar fund-raising idea and **slogan** to help another zoo in another part of the world? Use information from the story to support your ideas. **Synthesize**
5. Reread “Gorilla Garden” on pages 92–93. How are Amelia and Angel alike? Describe the different ways they help animals. **Reading/Writing Across Texts**



Neighbors

Poetry

Poetry uses rhyme, rhythm, and repetition to express feelings and ideas.

Literary Elements

A **Rhyme Scheme** is the pattern of rhymes in the last words of lines.

Repetition happens when words or phrases are repeated throughout a poem. A line that is repeated throughout is called a **refrain**.

The last line of each stanza is the refrain.

When I had the sniffles,
Your mom sent me stew.
You needed a project.
My daddy helped you.
Your dad helps us paint from ceiling to floor.
Neighbors are friends that live just next door.

I call you up
When I know you feel down.
When Fluffy was lost,
We looked all over town.
It's my turn to rake when your arms get too sore.
Neighbors are friends that live just next door.

—Mari Paz Pradillo





Recycling



Tucker Connors collected the papers
And Maya Ling tied them with string
Maya helped Tucker carry the papers
All the way to the recycling bins

Won Tan collected the cans
And Ruby Dean washed them all clean
Ruby helped Won carry the cans
All the way to the recycling bins

When we recycle, we help the plants
We help the creatures, from eagles to ants
We help make the world a healthier place
For one and for all in the human race

—J. Z. Belle

*Plants and ants rhyme,
as do place and race.
The rhyme scheme for
this stanza is AA BB.*



Connect and Compare



1. What are some other repetitions in “Recycling”?
Repetition
2. What do you think the poet wants you to know about neighbors? **Analyze**
3. Compare these two poems about helping and *Here’s My Dollar*. What is the common theme among these selections? How are they different? **Reading/Writing Across Texts**



Find out more about poetry at
www.macmillanmh.com

Write a Personal Essay

Writer's Craft

A Strong Opening

Good writers include a **strong opening** to get their readers involved. They may use an interesting question, quotation, or description.

My opening question gets readers involved.

I wrote directly to kids who care about skateboarding.



No Place to Skateboard

by Carol L.

Why don't the kids in my town have a skateboard park? I think it is a big problem. Dad said I should write to our mayor. I wrote and told him why a skateboard park would be safer for kids and better for everyone. Yesterday he wrote back and said that my idea was good. Now the town is going to build a special park for skateboarding. If you want a place to skateboard, write a letter to the mayor! Remember to tell why it's a good idea for everyone.



Your Turn

Write a personal essay in one paragraph. Explain how you would solve or have solved a problem. It may be a problem in your school or community. Write as if you are speaking directly to your audience and grab their attention with a strong opening. Use the Writer's Checklist to check your writing.



Writer's Checklist

- ☐ **Ideas and Content:** Did I write a **strong opening** for my essay?
- ☒ **Organization:** Do the beginning sentences tell my problem and get the reader's attention?
- ☒ **Voice:** Did I address my audience directly?
- ☒ **Word Choice:** Did I use the right words to tell what happened?
- ☒ **Sentence Fluency:** Did I use different kinds of sentences for variety?
- ☒ **Conventions:** Did I use the correct forms of irregular verbs? Did I check my spelling?

Your Turn

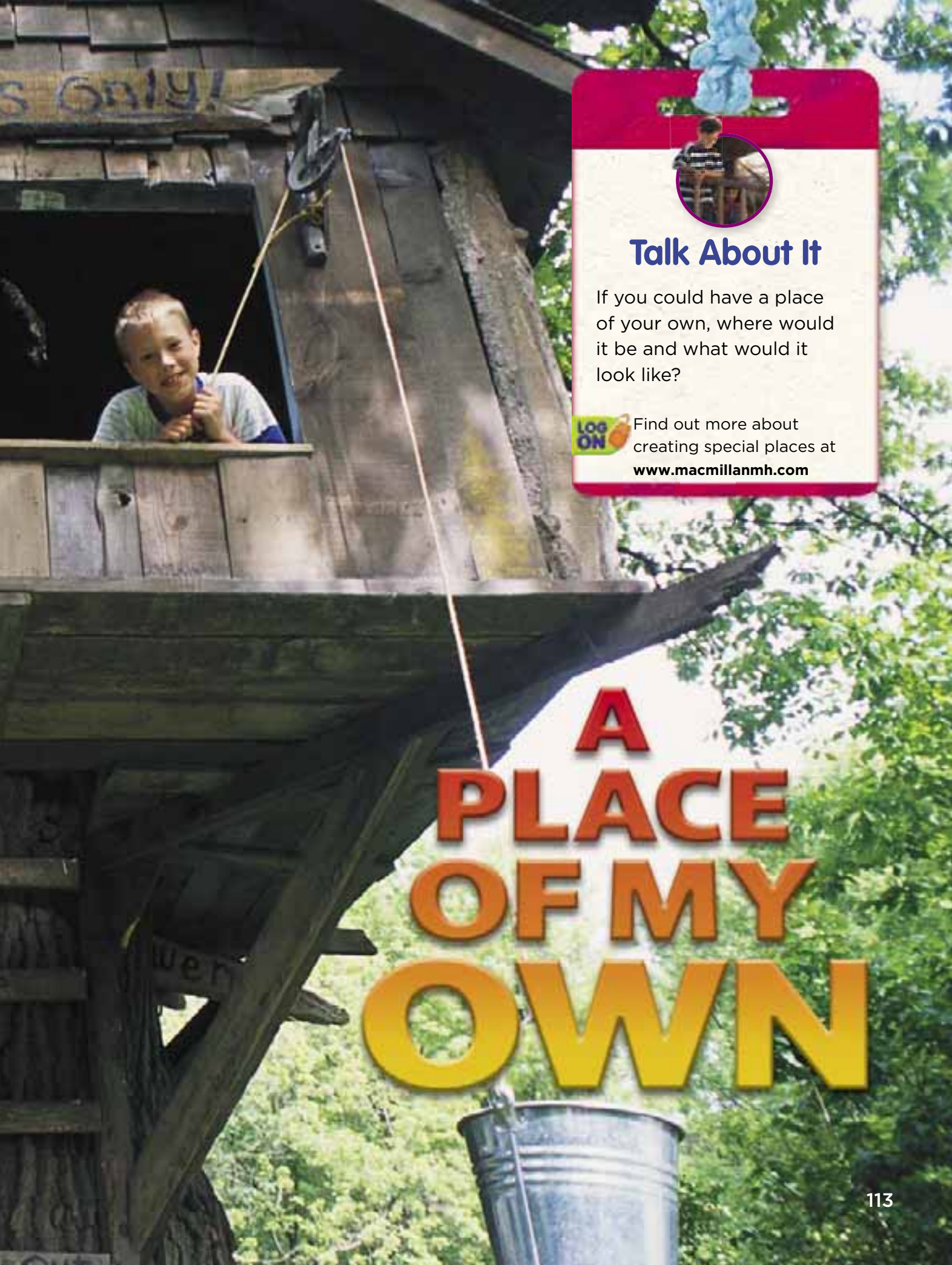
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Talk About It

If you could have a place of your own, where would it be and what would it look like?



Find out more about creating special places at www.macmillanmh.com

A PLACE OF MY OWN

Vocabulary

separate exact
determination ruined
storage luckiest
crate



Word Parts

Inflectional Endings

-er and -est show comparison. The ending -er means “more.” The ending -est means “most.”

luckiest = most lucky



by Sylvia Medrano

On Saturday I went to the lumberyard with Dad to order lumber for the new garage. I saw the wood and got an idea.

“Hey, Dad,” I said. “Could we build a clubhouse?”

“Probably not,” said Dad. “I’ll be too busy with the garage.”

“But Dad,” I said, “you had a clubhouse when you were young.”

Dad said, “I know, but first we have to build the garage.”

I had to think of a way to get Dad to agree. “We can **separate** the clubhouse into two rooms,” I said with **determination**. “One can be used as a **storage** room.”



Dad thought about it for a moment. Then he said, “Let’s wait to see if there is enough extra wood.”

The garage supplies came the following weekend. There were huge piles of wood and a big box. It was a **crate** of nails and shingles for the roof. It looked like more than enough. When the truck left, Dad said, “Good news! We’ll be able to build your clubhouse with the leftover wood when the garage is finished.”

After a few weeks, it was time to start. A bunch of neighborhood kids came to help.

Dad let us measure the wood. Measuring has to be **exact** or else the pieces won’t fit together. If Dad cut the wood too long or too short, our plans could be **ruined**. I knew we couldn’t buy any extra wood.

When the clubhouse was finally finished, I was so thrilled. I made a sign and nailed it on the door. It said, “Pond Street Clubhouse—Welcome!” Now I have a great place to play. Am I the **luckiest** kid in town, or what?



Reread for Comprehension



Monitor Comprehension

Make and Confirm Predictions

You can monitor your comprehension of a story by making predictions about what characters might do or what events might take place. As you read on, check to see if your predictions were correct.

A Predictions Chart helps you monitor your understanding of what takes place in the story. Reread the story to make and confirm predictions.

What I Predict	What Happens

Comprehension

Genre

Realistic Fiction is an invented story that could have happened in real life.



Monitor Comprehension

Make and Confirm Predictions

As you read, use your Predictions Chart.

What I Predict	What Happens

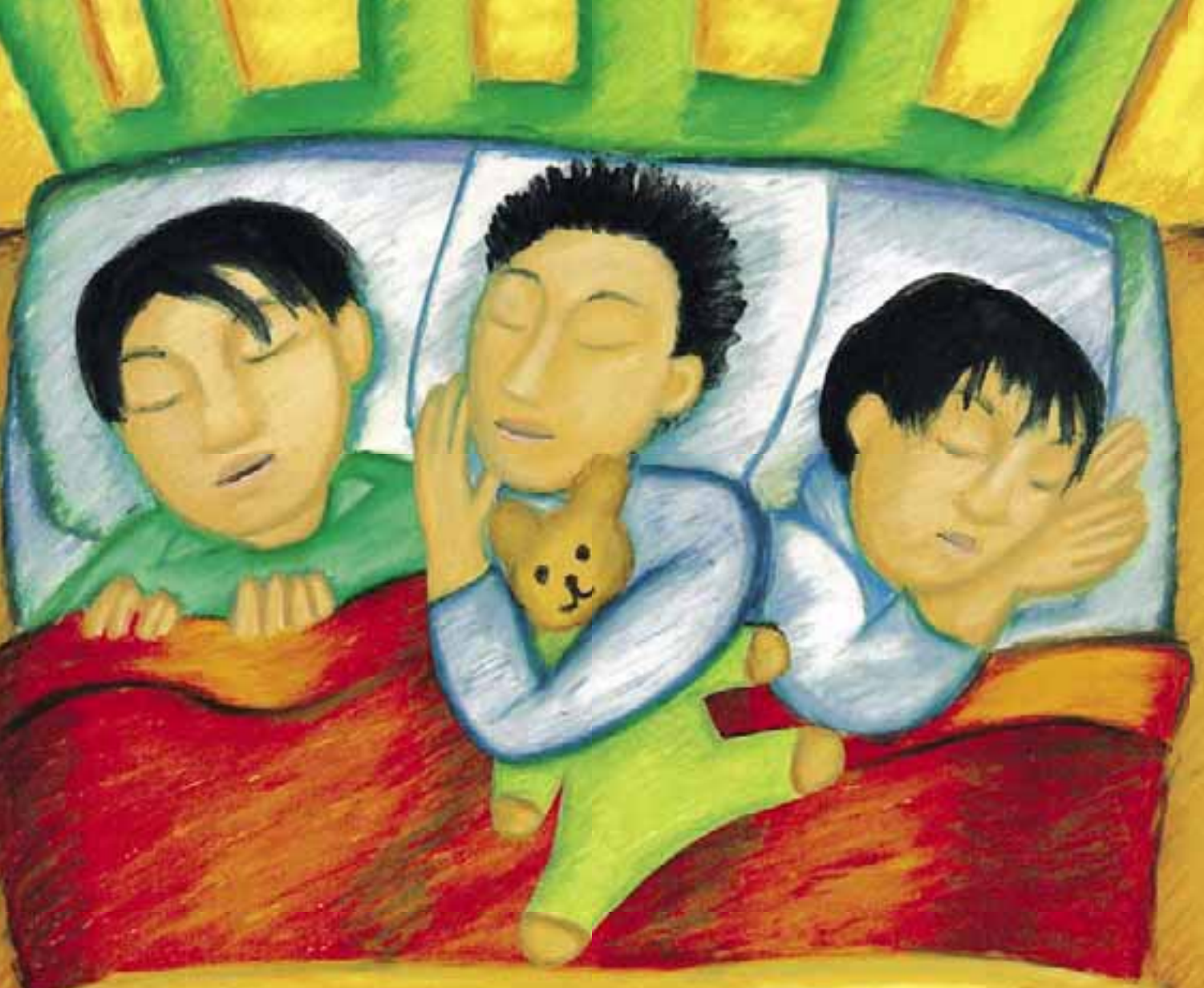
Read to Find Out

Will the girl ever get her own room?

My Very Own Room

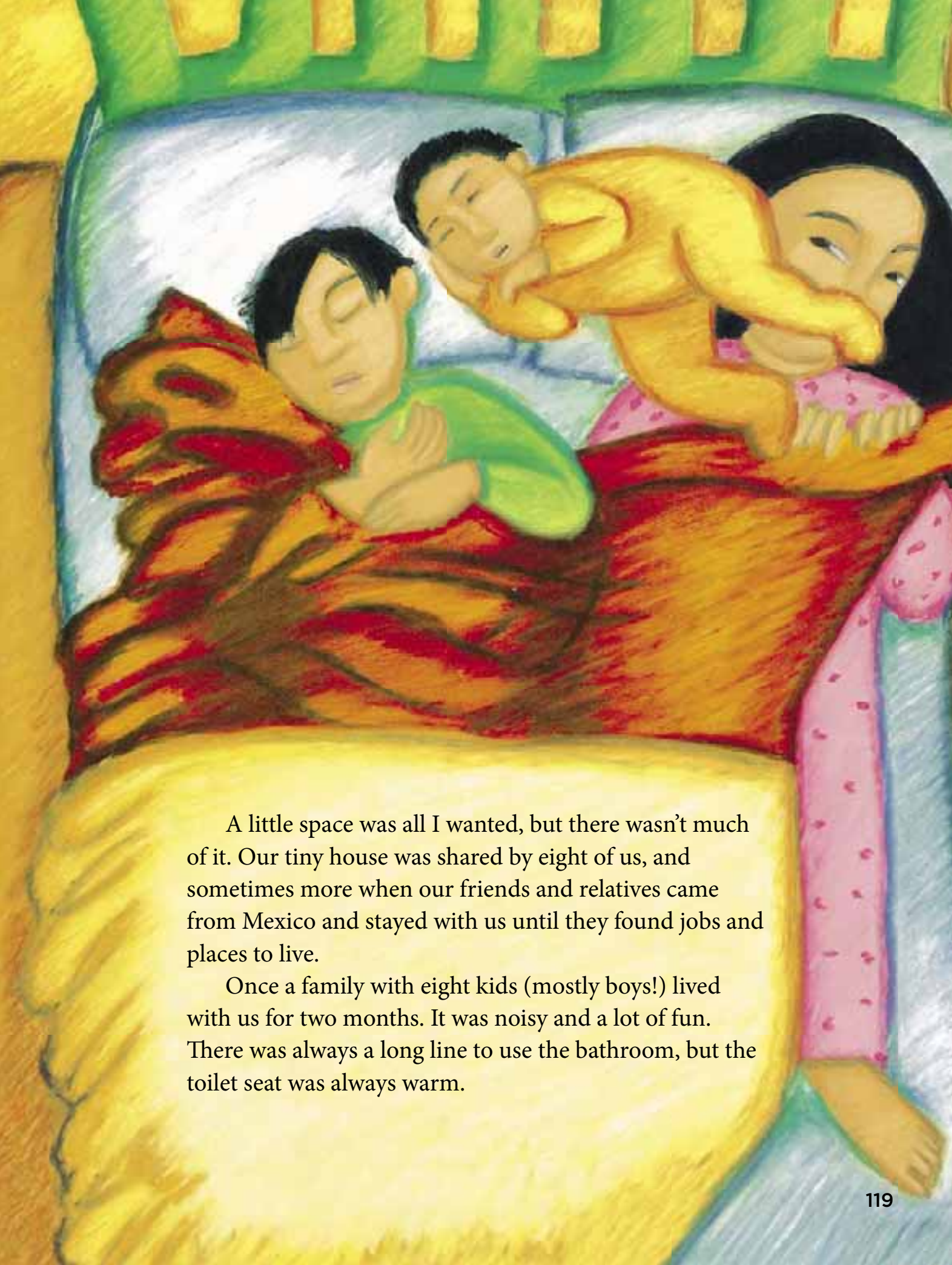
Award
Winning
Selection

by Amada Irma Pérez
illustrated by Maya Christina Gonzalez



I woke up one morning on a crowded bed in a crowded room. Víctor's elbow was jabbing me in the ribs. Mario had climbed out of his crib and crawled in with us. Now his leg lay across my face and I could hardly breathe. In the bed next to ours my three other brothers were sleeping.

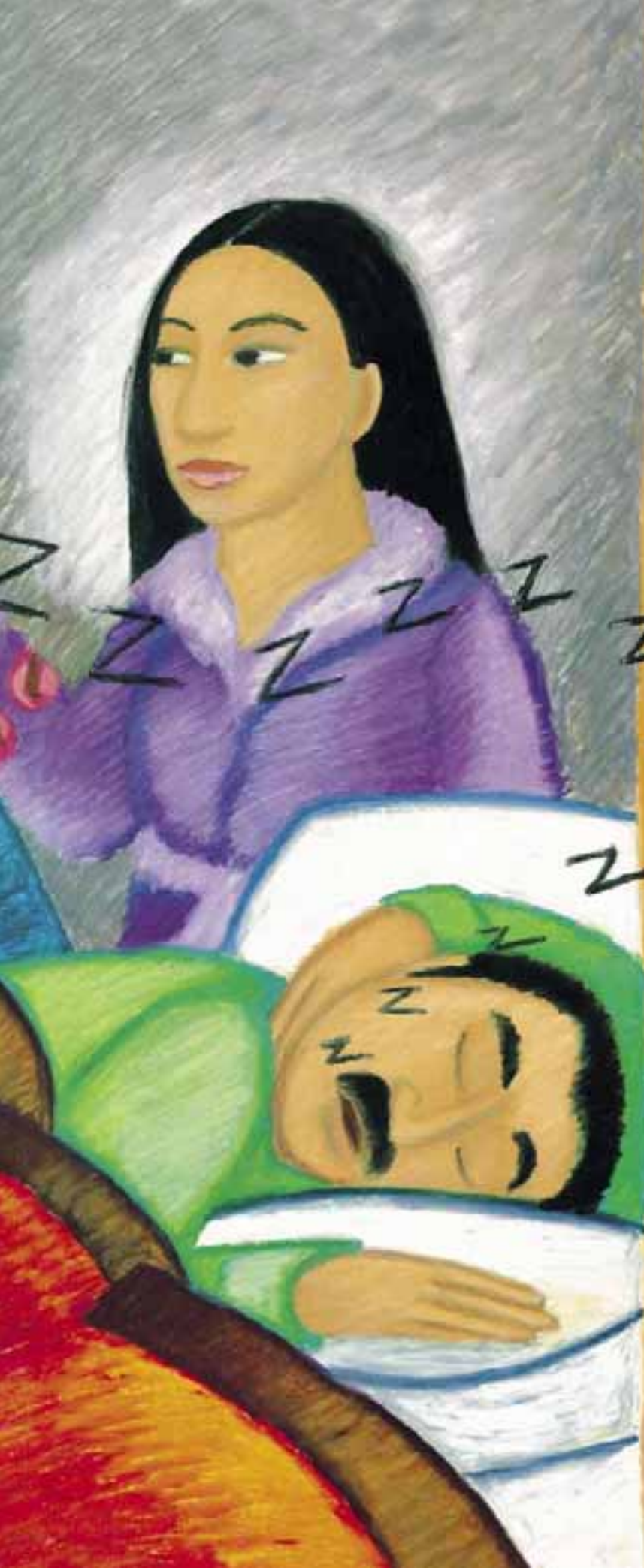
I was getting too big for this. I was almost nine years old, and I was tired of sharing a room with my five little brothers. More than anything in the whole world I wanted a room of my own.



A little space was all I wanted, but there wasn't much of it. Our tiny house was shared by eight of us, and sometimes more when our friends and relatives came from Mexico and stayed with us until they found jobs and places to live.

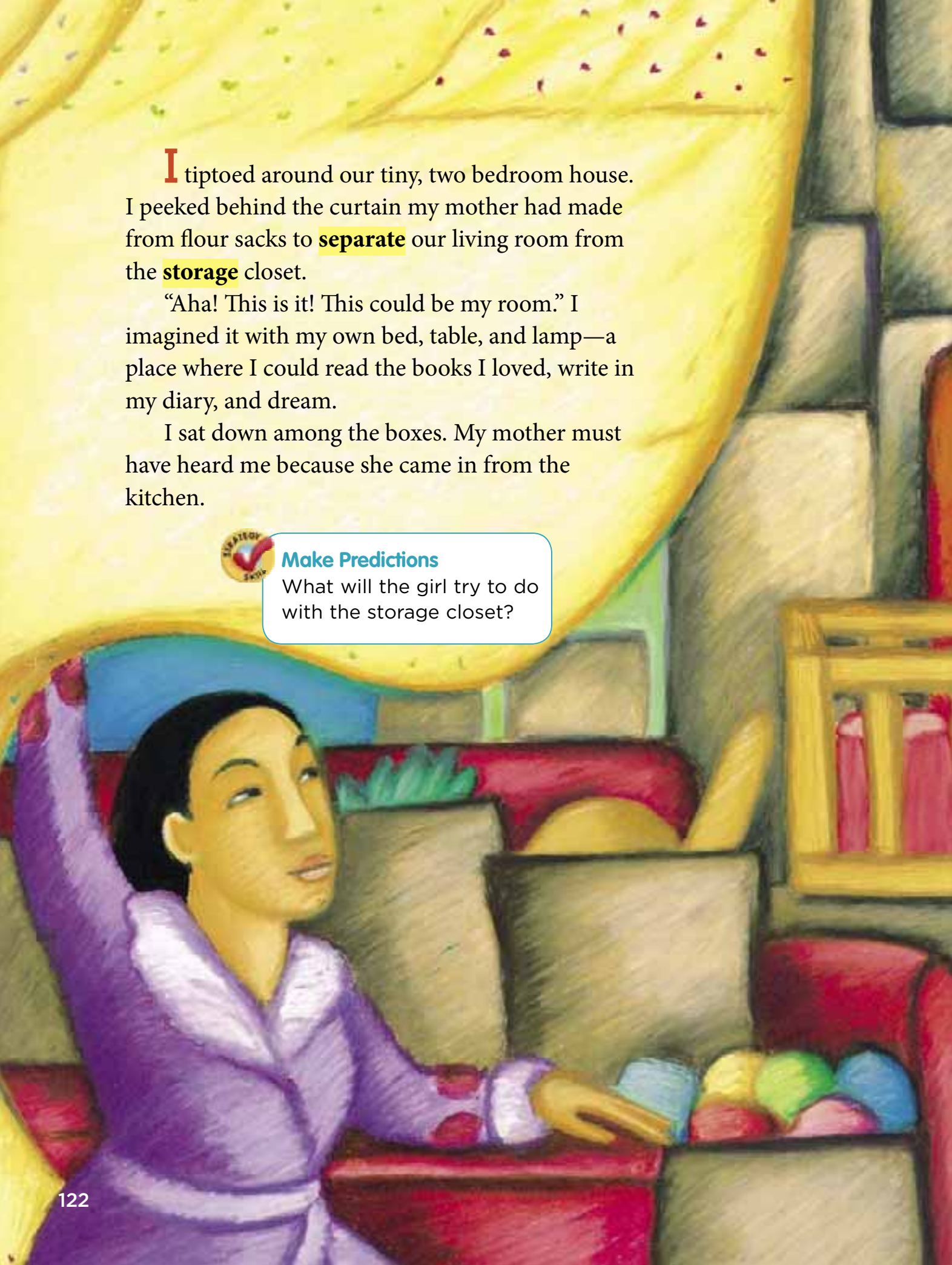
Once a family with eight kids (mostly boys!) lived with us for two months. It was noisy and a lot of fun. There was always a long line to use the bathroom, but the toilet seat was always warm.





Sometimes very early in the morning while everyone was still sleeping, I would climb up the crooked ladder that leaned against the elm tree in our backyard. I would sit on a little board, pretending it was a bench, and just think. I could hear my father snoring. He worked all night at the factory and went to bed just before dawn.

I loved my brothers. It wasn't that I didn't want to be near them. I just needed a place of my own.



I tiptoed around our tiny, two bedroom house. I peeked behind the curtain my mother had made from flour sacks to **separate** our living room from the **storage** closet.

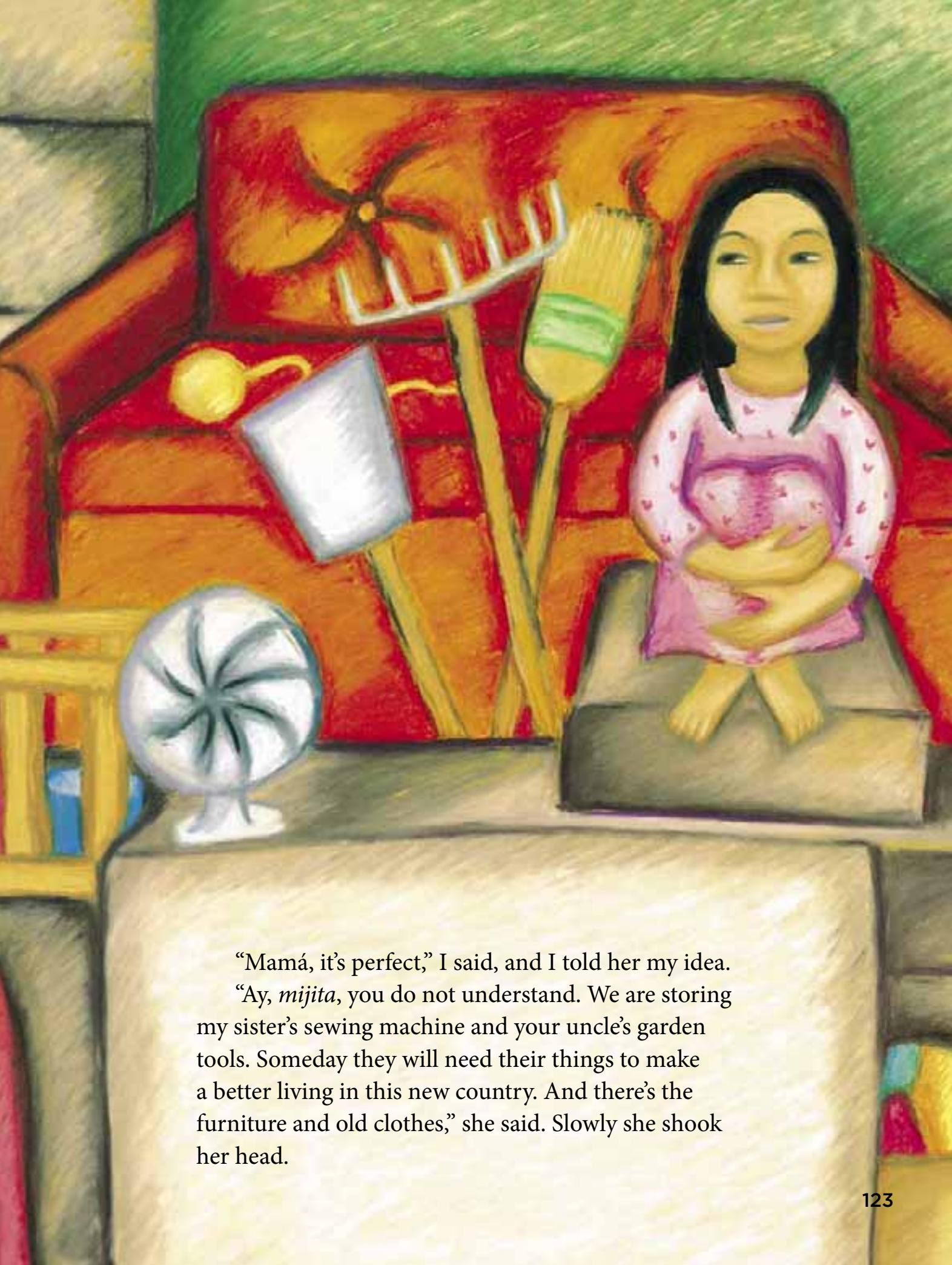
“Aha! This is it! This could be my room.” I imagined it with my own bed, table, and lamp—a place where I could read the books I loved, write in my diary, and dream.

I sat down among the boxes. My mother must have heard me because she came in from the kitchen.



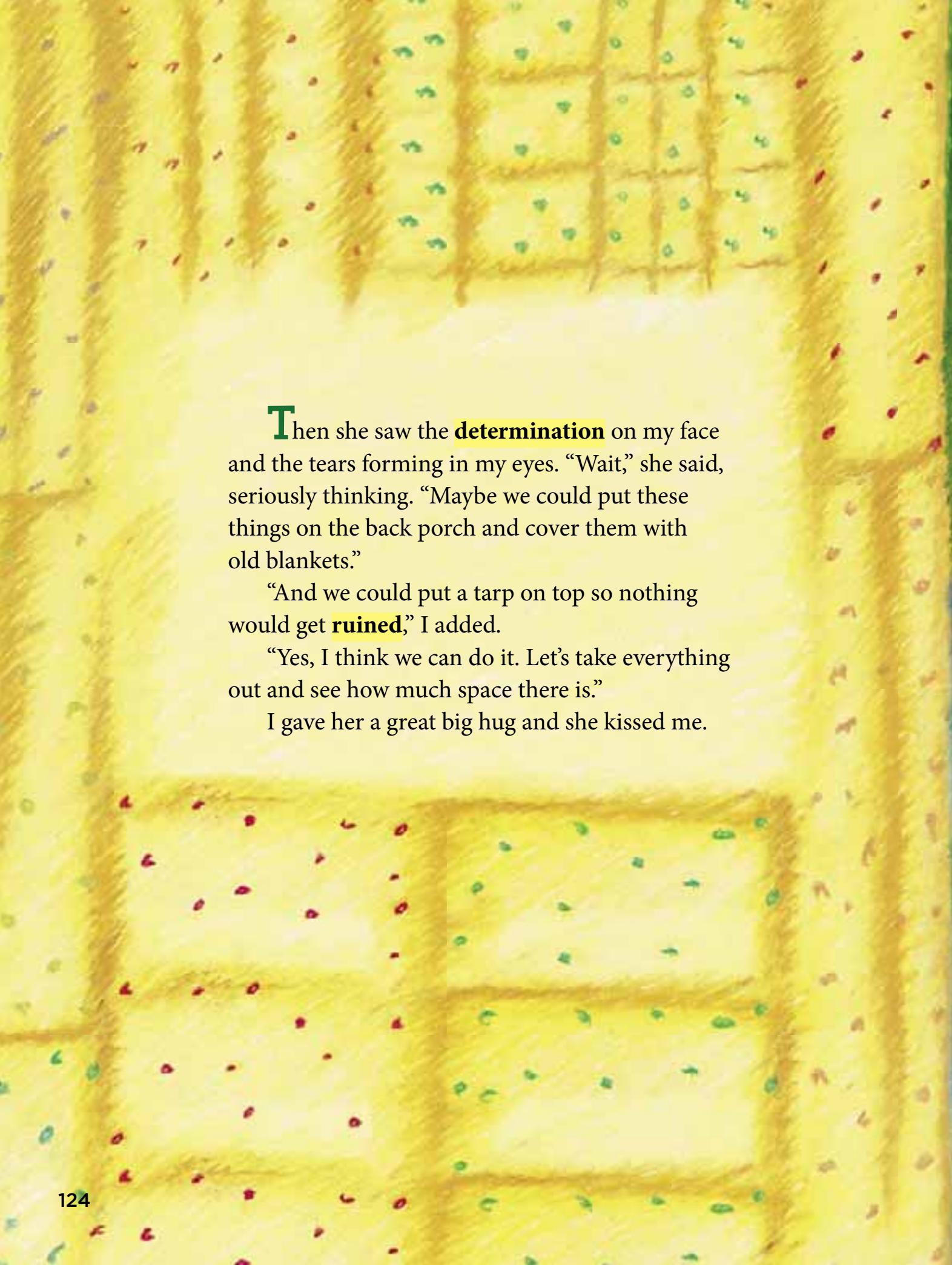
Make Predictions

What will the girl try to do with the storage closet?



“Mamá, it’s perfect,” I said, and I told her my idea.

“Ay, *mijita*, you do not understand. We are storing my sister’s sewing machine and your uncle’s garden tools. Someday they will need their things to make a better living in this new country. And there’s the furniture and old clothes,” she said. Slowly she shook her head.



Then she saw the **determination** on my face and the tears forming in my eyes. “Wait,” she said, seriously thinking. “Maybe we could put these things on the back porch and cover them with old blankets.”

“And we could put a tarp on top so nothing would get **ruined**,” I added.

“Yes, I think we can do it. Let’s take everything out and see how much space there is.”

I gave her a great big hug and she kissed me.



An illustration of a boy in a white t-shirt and brown pants balancing a large, flat box on his head. He is standing on a blue floor. In the bottom left corner, another boy in a striped shirt is carrying a yellow box. The background is a green wall and a yellow-green field.

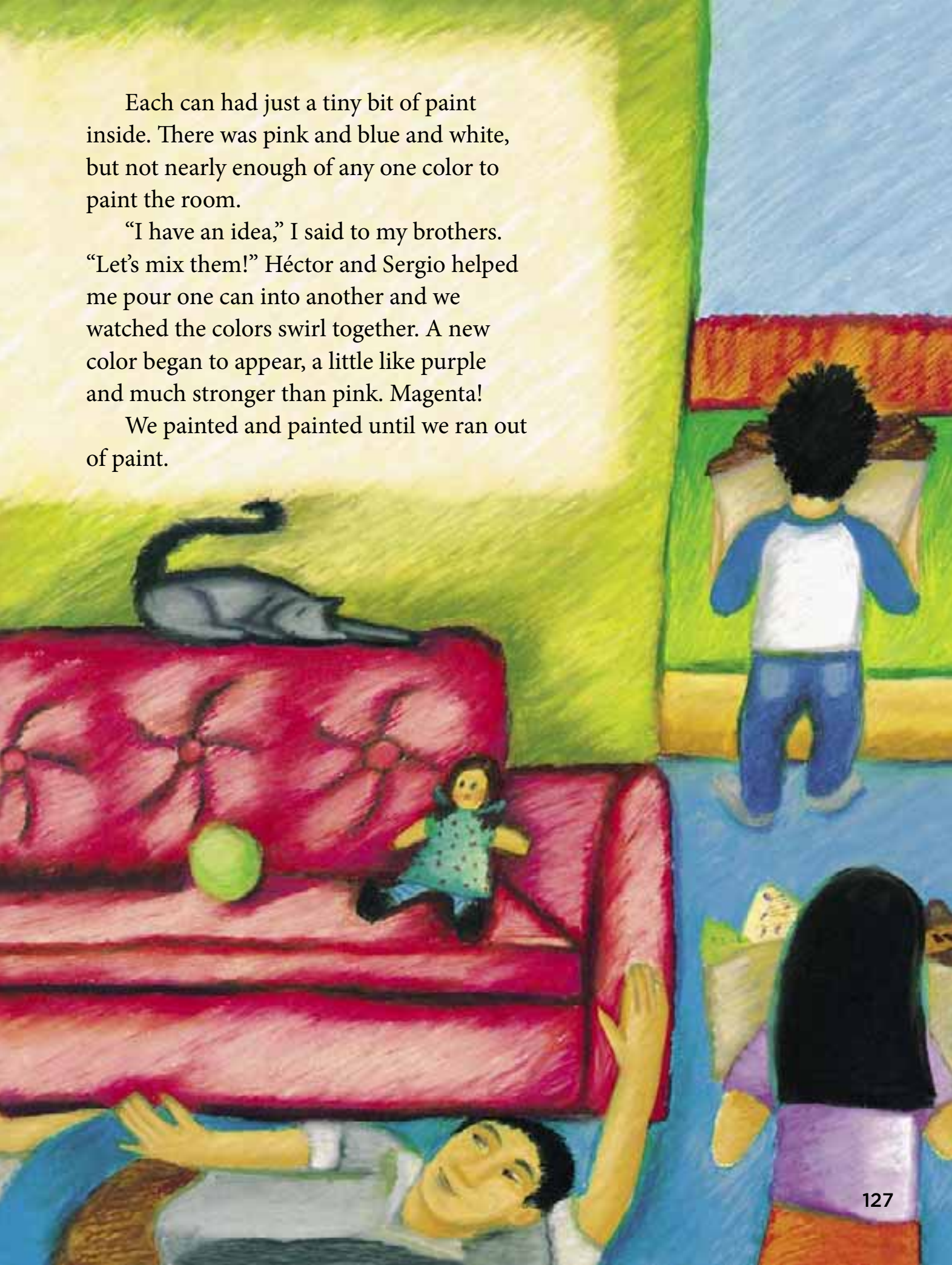
After breakfast we started pushing the old furniture out to the back porch. Everyone helped. We were like a mighty team of powerful ants.

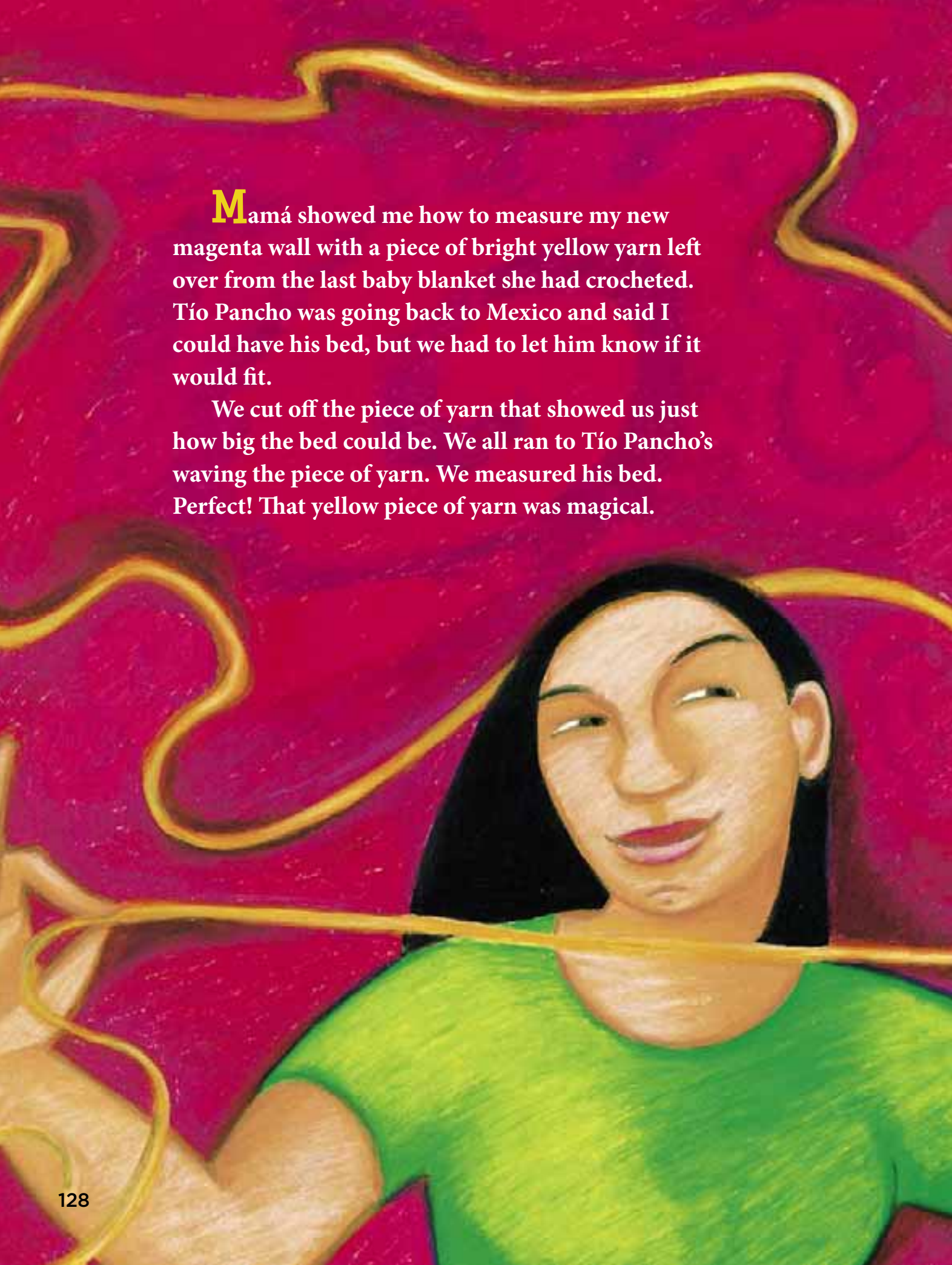
We carried furniture, tools, and machines. We dragged bulging bags of old clothes and toys. We pulled boxes of treasures and overflowing junk. Finally, everything was out except for a few cans of leftover paint from the one time we had painted the house.

Each can had just a tiny bit of paint inside. There was pink and blue and white, but not nearly enough of any one color to paint the room.

"I have an idea," I said to my brothers. "Let's mix them!" Héctor and Sergio helped me pour one can into another and we watched the colors swirl together. A new color began to appear, a little like purple and much stronger than pink. Magenta!

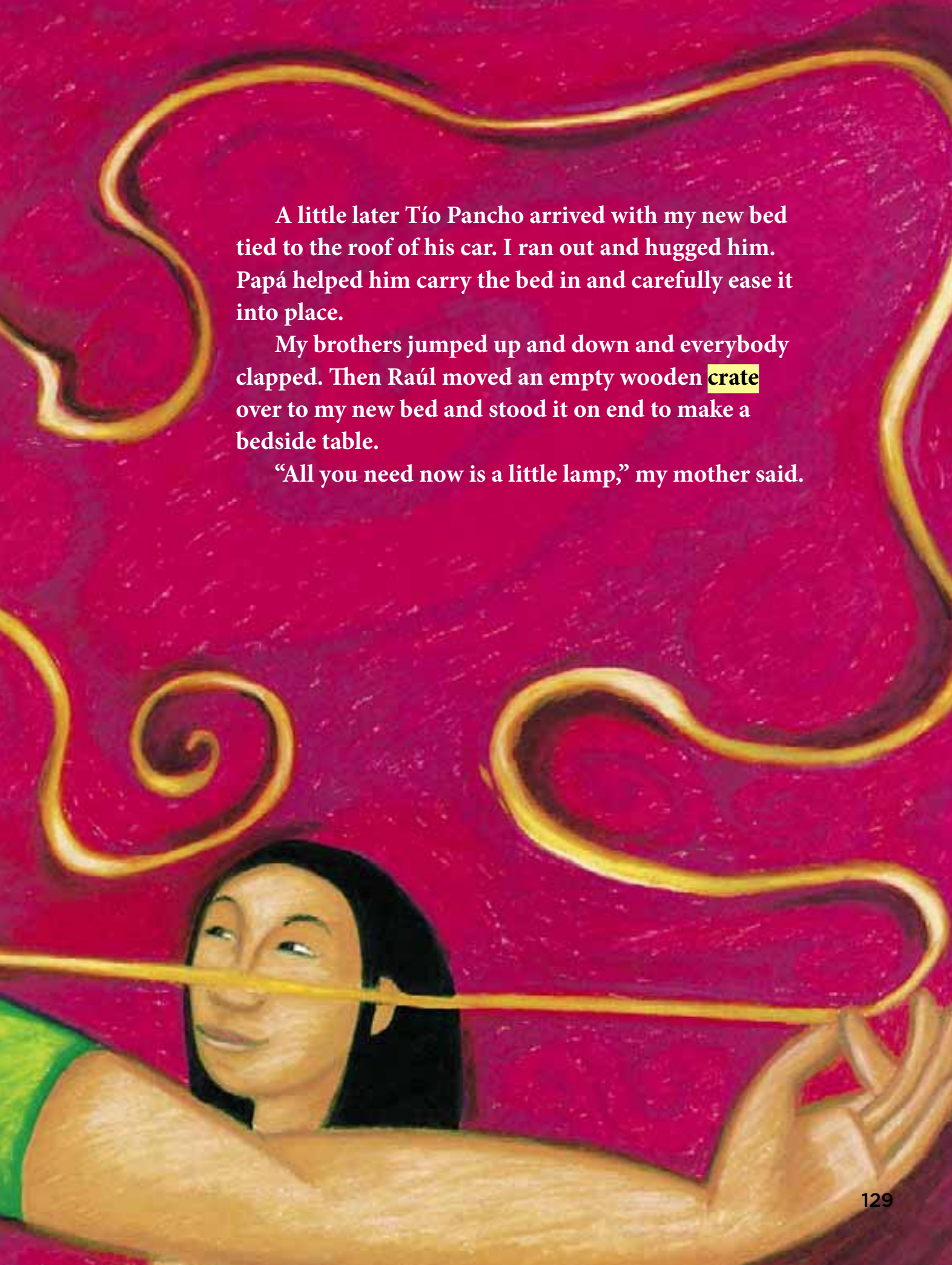
We painted and painted until we ran out of paint.





Mamá showed me how to measure my new magenta wall with a piece of bright yellow yarn left over from the last baby blanket she had crocheted. Tío Pancho was going back to Mexico and said I could have his bed, but we had to let him know if it would fit.

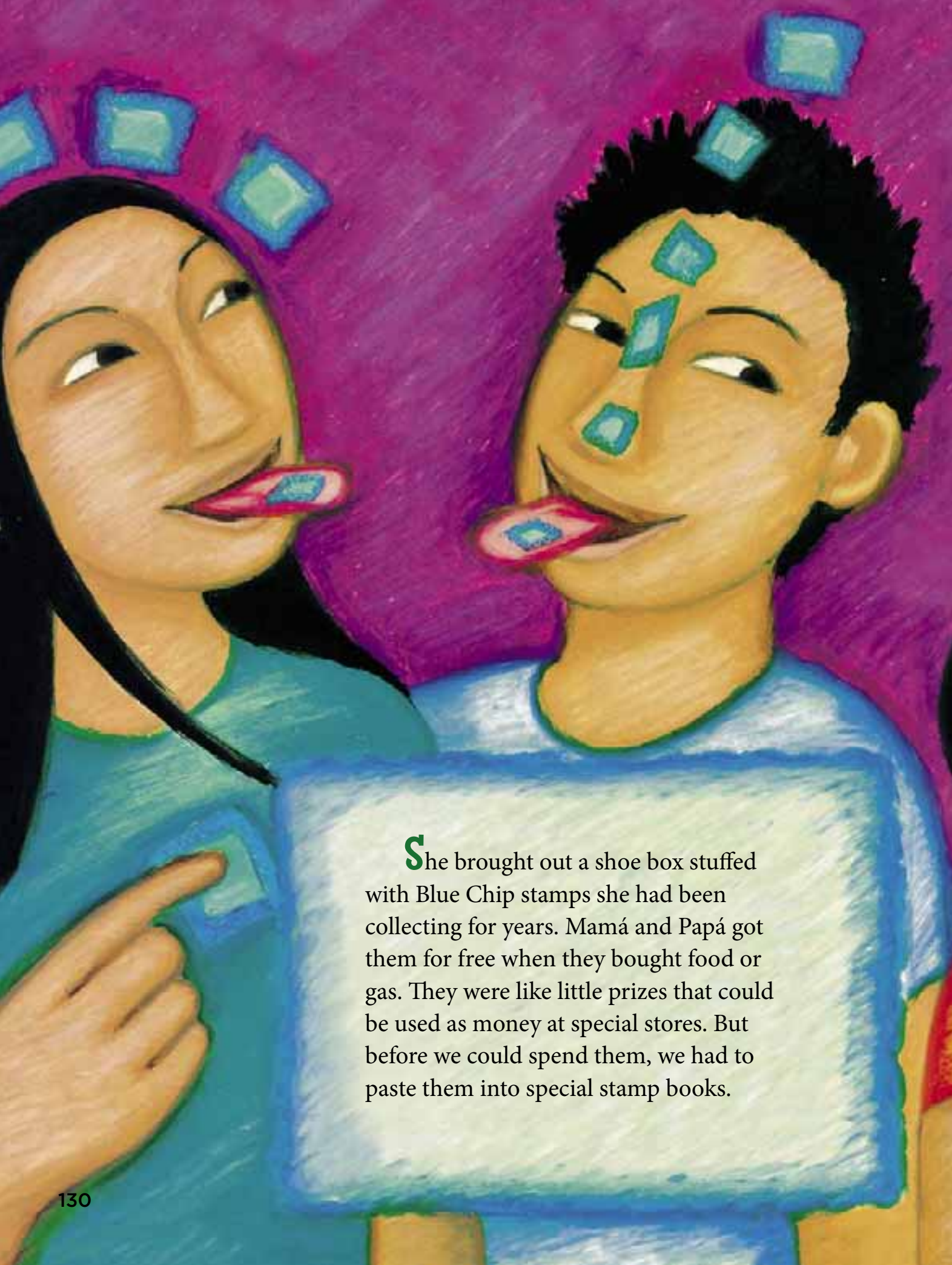
We cut off the piece of yarn that showed us just how big the bed could be. We all ran to Tío Pancho's waving the piece of yarn. We measured his bed. Perfect! That yellow piece of yarn was magical.



A little later Tío Pancho arrived with my new bed tied to the roof of his car. I ran out and hugged him. Papá helped him carry the bed in and carefully ease it into place.

My brothers jumped up and down and everybody clapped. Then Raúl moved an empty wooden crate over to my new bed and stood it on end to make a bedside table.

“All you need now is a little lamp,” my mother said.



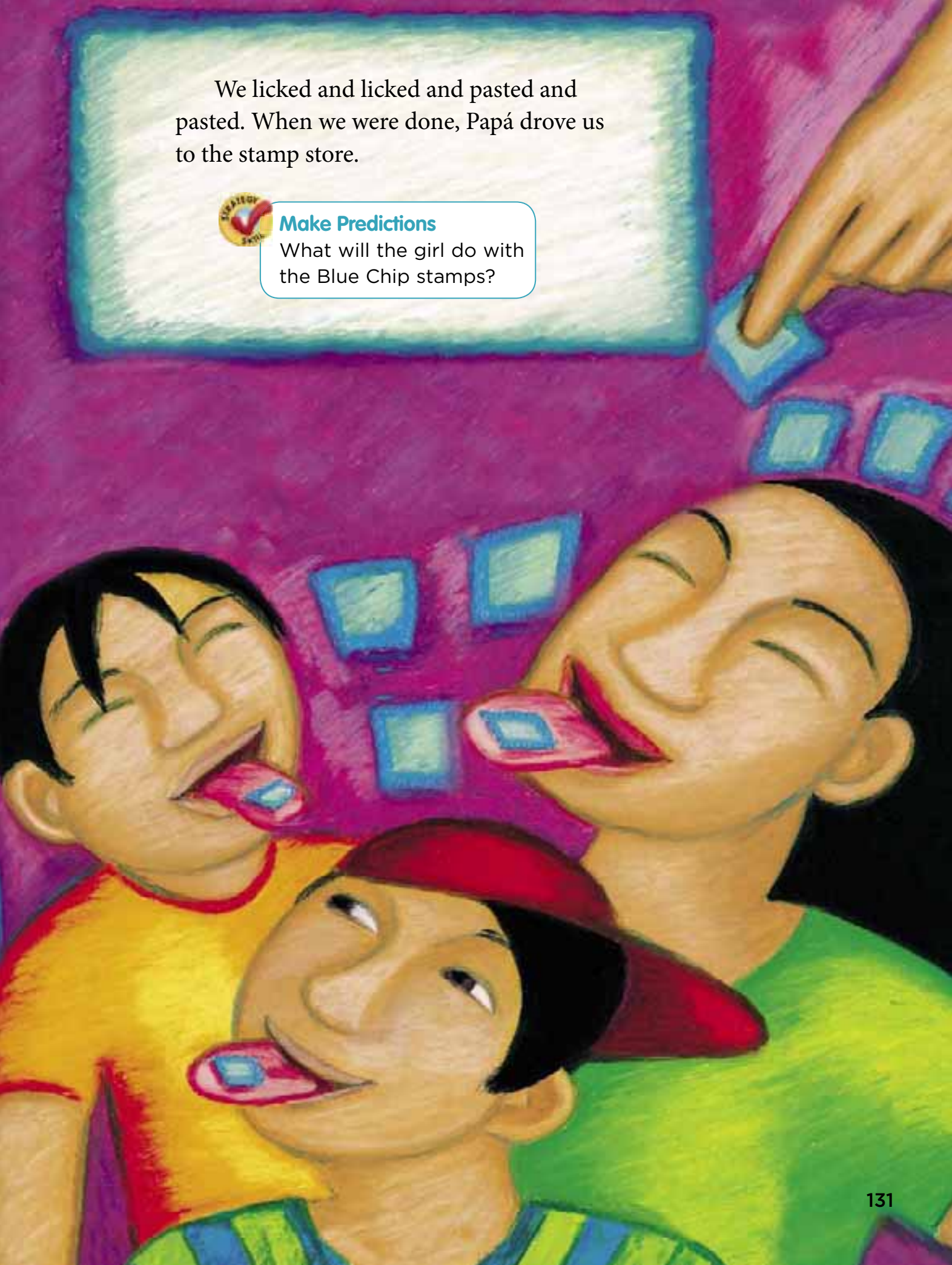
She brought out a shoe box stuffed with Blue Chip stamps she had been collecting for years. Mamá and Papá got them for free when they bought food or gas. They were like little prizes that could be used as money at special stores. But before we could spend them, we had to paste them into special stamp books.

We licked and licked and pasted and pasted. When we were done, Papá drove us to the stamp store.

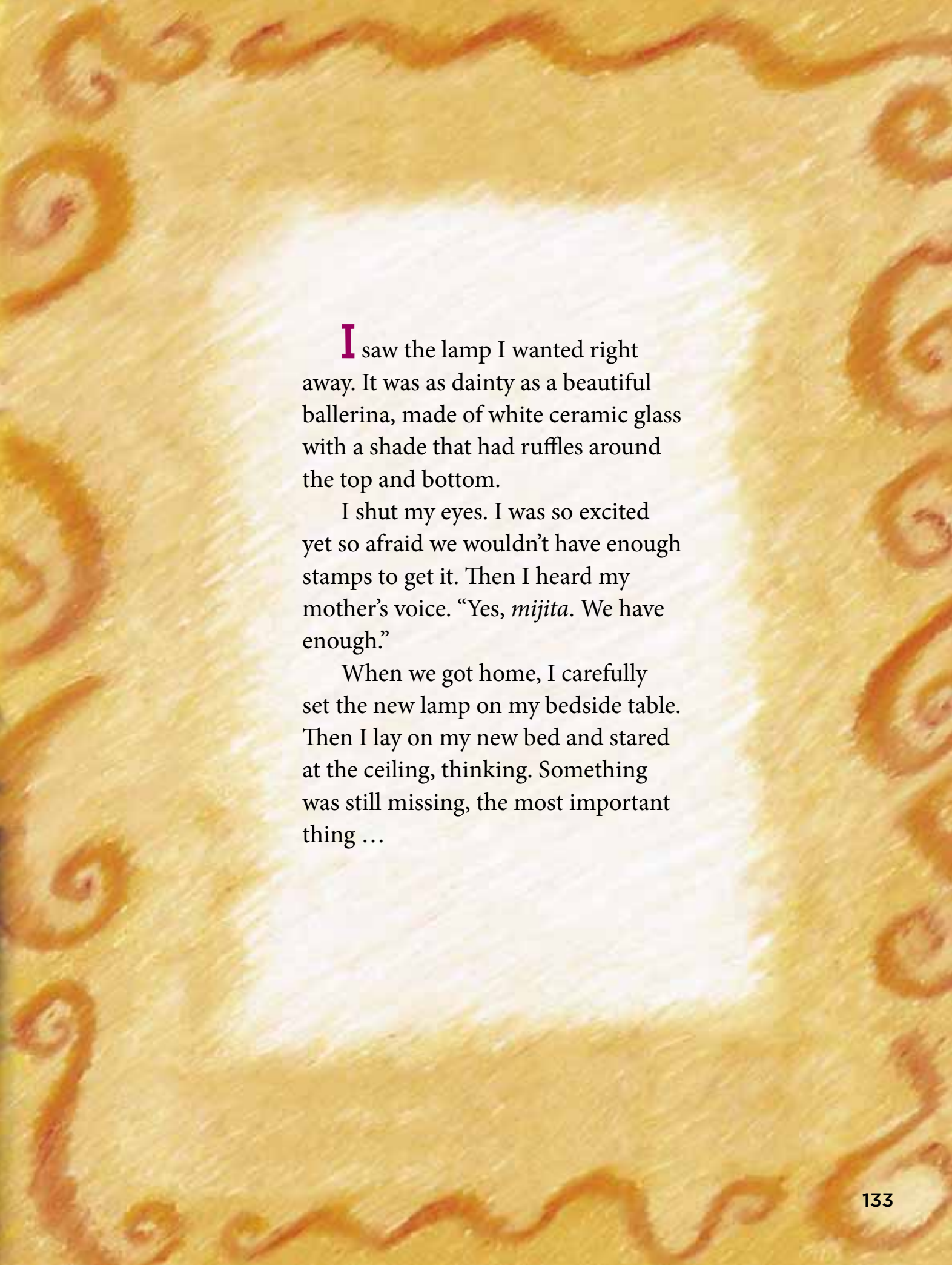


Make Predictions

What will the girl do with the Blue Chip stamps?







I saw the lamp I wanted right away. It was as dainty as a beautiful ballerina, made of white ceramic glass with a shade that had ruffles around the top and bottom.

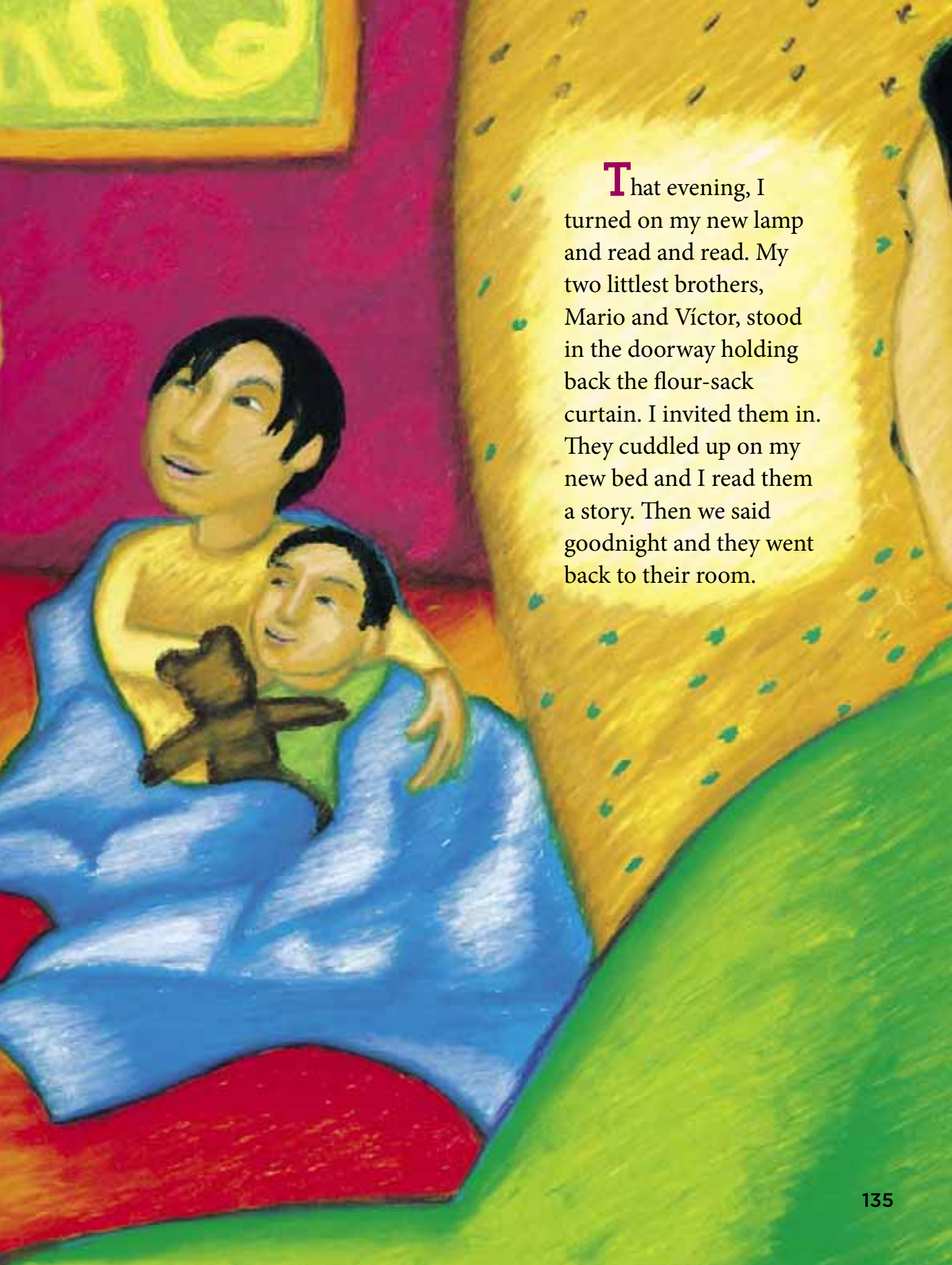
I shut my eyes. I was so excited yet so afraid we wouldn't have enough stamps to get it. Then I heard my mother's voice. "Yes, *mijita*. We have enough."

When we got home, I carefully set the new lamp on my bedside table. Then I lay on my new bed and stared at the ceiling, thinking. Something was still missing, the most important thing ...

Books!

The next day I went to our public library and rushed home with my arms full of books, six to be **exact**. It was my lucky number because there were six children in my family.





That evening, I turned on my new lamp and read and read. My two littlest brothers, Mario and Víctor, stood in the doorway holding back the flour-sack curtain. I invited them in. They cuddled up on my new bed and I read them a story. Then we said goodnight and they went back to their room.

I felt like the **luckiest**,
happiest little girl in the
whole world. Everyone
in our family had helped
to make my wish come
true. Before I could even
turn out the light, I fell
asleep peacefully under
a blanket of books in my
very own room.



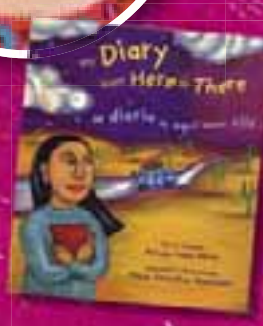


Amada and Maya's Room

Author **Amada Irma Pérez** grew up in a family just like the one in this story. Because her parents were unable to get the family a bigger house, there was not much room for Amada and her five brothers. But they did give Amada and her brothers lots of love and encouraged them to study and work hard.



Another book by Amada Irma Pérez:
My Diary from Here to There/Mi diario de aquí hasta allá



Illustrator **Maya Christina Gonzalez** has always loved to draw and paint. She has also always been very proud of being Mexican. In fact, as a child, Maya would draw her face on the blank page in the back of books because she wanted someone in the books to look like her.



Find out more about Amada Irma Pérez and Maya Christina Gonzalez at www.macmillanmh.com

Author's Purpose

What was the author's purpose for writing *My Very Own Room*? Did Amada Irma Pérez want to entertain you or inform you? How do you know?





Comprehension Check



Summarize

Summarize *My Very Own Room*. Use your Predictions Chart to help you tell about events in the story that you predicted and note what actually happens.

What I Predict	What Happens

Think and Compare



1. How could you predict that the main character's **determination** to have a room of her own would be successful? Use your Predictions Chart to help you answer.

Monitor Comprehension: Make and Confirm Predictions

2. Reread page 119 of *My Very Own Room*. What evidence can you find to show the relationship between the narrator's parents and their relatives? Use story details in your answer. **Analyze**
3. What is your opinion of some people's need for a quiet space for themselves? Explain. **Evaluate**
4. Why is it good for a whole family to help one family member with a problem? **Apply**
5. Reread "Pond Street Clubhouse" on pages 114-115. Explain why the characters in both stories wanted a place of their own. **Reading/Writing Across Texts**



FRANK LLOYD WRIGHT

by Karen O'Malley

Social Studies

Genre

A **Biography** is the true story of a person's life written by another person.

Text Features

Guide Words, **Headings** and **Captions** are features of an encyclopedia. They help you find and read encyclopedia articles.

Content Vocabulary

influenced

form

function

geometric

preserved

Frank Lloyd Wright was one of America's most famous architects. His building designs **influenced**, or had an effect on, many other architects. Wright's buildings include homes, office buildings, and one of the most famous museums in the world, the Guggenheim Museum in New York City. Frank Lloyd Wright believed that a building's **form**, or how it looks, should match its **function**, or how it is used.

Early Years

Wright was born in Wisconsin in 1867. When he was young, his mother gave him a set of wooden blocks, which helped him learn about **geometric** shapes, such as cubes, spheres, and cylinders. He also noticed the same shapes in nature. Wright went to the University of Wisconsin and then moved to Chicago to find work as an architect.



The Prairie Style

Frank Lloyd Wright believed that buildings should fit the places where they are built. The prairie style homes he built in the 1880s and early 1900s had low, straight lines that blended in with the prairie land where they stood.

The 1930s

In the 1930s, Wright worked with architecture students who wanted to build the way he did. He designed one of his most famous houses, *Fallingwater*, in Pennsylvania. *Fallingwater* was built over a waterfall. During the 1930s, Wright also designed the Johnson Wax Company Building in Wisconsin.



The Johnson Wax Company Building has many geometric shapes.

Fallingwater in Bear Run, Pennsylvania



An Encyclopedia Article



Reading an Encyclopedia Article

Encyclopedia articles are arranged alphabetically in each volume, or book.

page number

guide word

caption

503 Architecture

heading → **Architecture**

Architecture is the art of designing buildings. An architect is a person who designs buildings and checks to make sure they are built correctly. Architects build many different kinds of buildings, including homes, schools, office buildings, skyscrapers, and monuments.

Early architecture

Architecture began when people built the first homes. The architecture of the ancient Egyptians included giant pyramids that were built for kings. Ancient Greeks were known for the beautiful stone columns of their early temples and monuments.



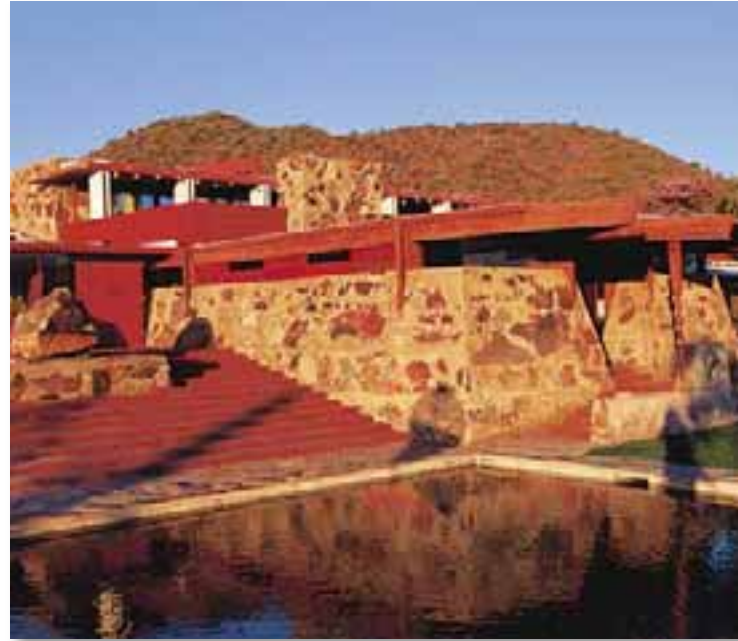
The Guggenheim Museum was designed by the architect Frank Lloyd Wright (1867-1959).

This article is from Volume A of an encyclopedia.

Later Years

Wright designed both the Guggenheim Museum in New York City and the Marin County Civic Center in California at the end of his career. He died in Arizona in 1959 before either of the buildings opened.

The ideas and work of Frank Lloyd Wright are **preserved**, or kept, by The Frank Lloyd Wright Foundation. The Foundation watches over his designs, drawings, writings, and his homes in Arizona and Wisconsin.



The Frank Lloyd Wright Foundation is located in Arizona.

Connect and Compare



1. Look at the encyclopedia article on Architecture on page 142. What do you think the numbers in parentheses mean?

Reading an Encyclopedia Article

2. If you could travel back to the early 1900s to meet Frank Lloyd Wright, what questions would you ask him? **Apply**
3. Think about this article and *My Very Own Room*. Why might the narrator of the story enjoy learning about Frank Lloyd Wright? **Reading/Writing Across Texts**

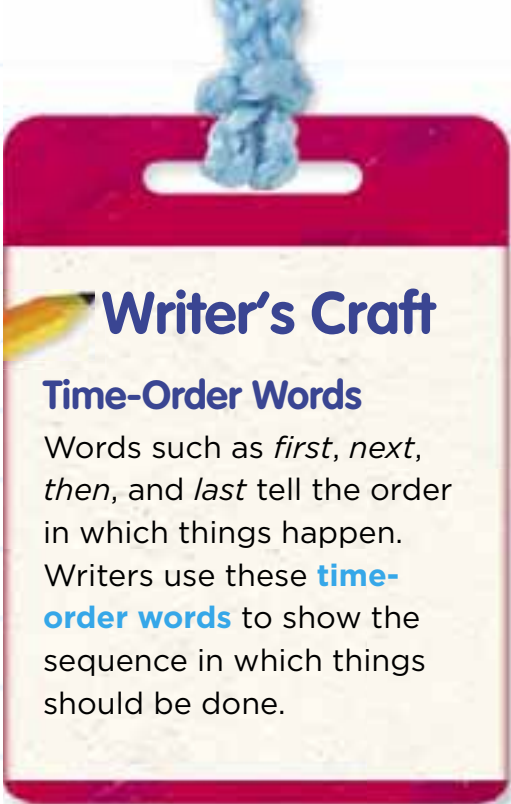


Social Studies Activity

Find out more about a famous building such as the Eiffel Tower or the Sydney Opera House. Find out who the architect was and when the building was built.



Find out more about architecture at
www.macmillanmh.com



Writer's Craft

Time-Order Words

Words such as *first*, *next*, *then*, and *last* tell the order in which things happen.

Writers use these **time-order words** to show the sequence in which things should be done.

I used time-order words to show the sequence in which things should be done.

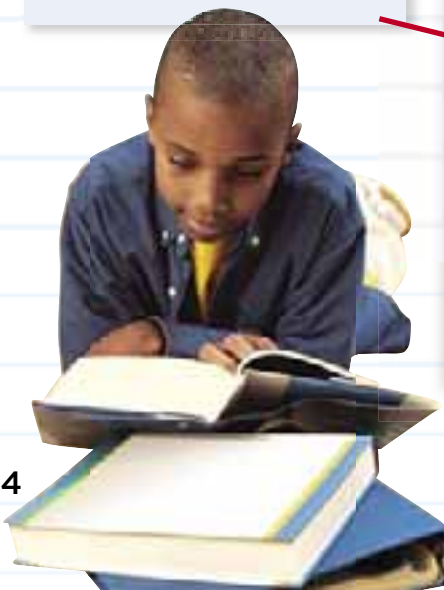
I completed my directions with the time-order word "last."

Write Directions

How to Make a Study Place

by Robert H.

Studying for a test is easier when you have a quiet place of your own. This is how to make one. First, find a chair that's comfortable and put it in a quiet corner that isn't too close to the TV, radio, or phone. Next, get a healthful snack so you'll think about studying, not dinner. Then, gather the materials you'll need. The last thing to do is to tell everyone in the house that you need peace and quiet.





Your Turn

Write a paragraph that explains how to do something. Choose something you know how to do well. Maybe you know how to ride a bike safely, make a sandwich, or give a party. Be sure to use time-order words such as *first*, *next*, *then*, and *last* to show the correct sequence of steps. Use the Writer's Checklist to check your writing.

Writer's Checklist

- ☒ **Ideas and Content:** Did I write about something I know?
- ☒ **Organization:** Did I write the steps in order?
- ☒ **Voice:** Does it sound like I know my topic well?
- ☐ **Word Choice:** Did I use **time-order words** such as *first*, *next*, *then*, and *last*?
- ☒ **Sentence Fluency:** Does my writing sound good when it's read aloud?
- ☒ **Conventions:** Did I use contractions correctly?
Did I check my spelling?



Test Strategy

Author and Me

The answer is not directly stated. Connect the clues to figure it out.

Susan B. Anthony:

A Pioneer for Women's Rights

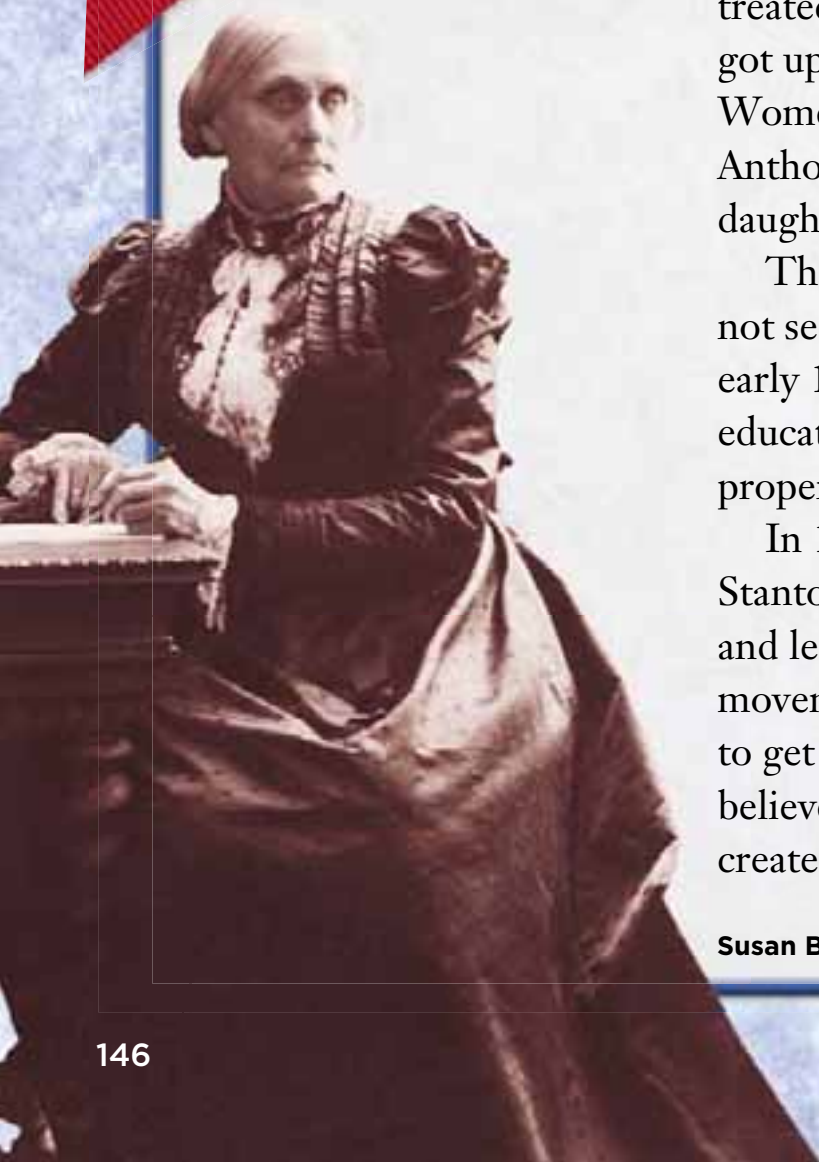
by Maja James

SUSAN B. ANTHONY was born on February 15, 1820 to a Quaker family. Quakers believe that everyone should be treated fairly. In meetings, Quaker girls got up and spoke just as the boys did. Women could vote on church matters. Anthony's parents made sure that their daughters got a good education.

The freedoms Anthony had might not seem strange today. However, in the early 1800s, girls were not given an equal education and women could not own property.

In 1851 Anthony met Elizabeth Cady Stanton. They became close friends and leaders in the women's suffrage movement. The suffrage movement tried to get women the right to vote. They believed that "all men and women were created equal."

Susan B. Anthony



Anthony and Stanton were a great team. Anthony was a good speaker, and she never gave up a fight. Stanton was a great thinker and writer, and she knew the law.

Anthony and Stanton wanted to change the United States Constitution to give women the right to vote.

In 1872 Anthony brought 15 women to vote in a national election.

She was arrested. At her trial the courtroom was packed with reporters. The judge didn't let the jury decide Anthony's case. Instead, the judge said that Anthony did not have the right to vote. He charged her a \$100 fine. She refused to pay.

Anthony continued to work for women's suffrage. She made many trips across the country and spoke about why women's rights were important. At home Anthony organized suffrage campaigns. Volunteers would sleep on every bed, sofa, and floor in her house.

During her life Anthony published several newspapers. She also wrote a book with Elizabeth Stanton and Matilda Gage about the suffrage movement.

Susan B. Anthony died in 1906. In 1920 the 19th Amendment was finally passed. It gave women the right to vote. This law is sometimes called the Susan B. Anthony Amendment.



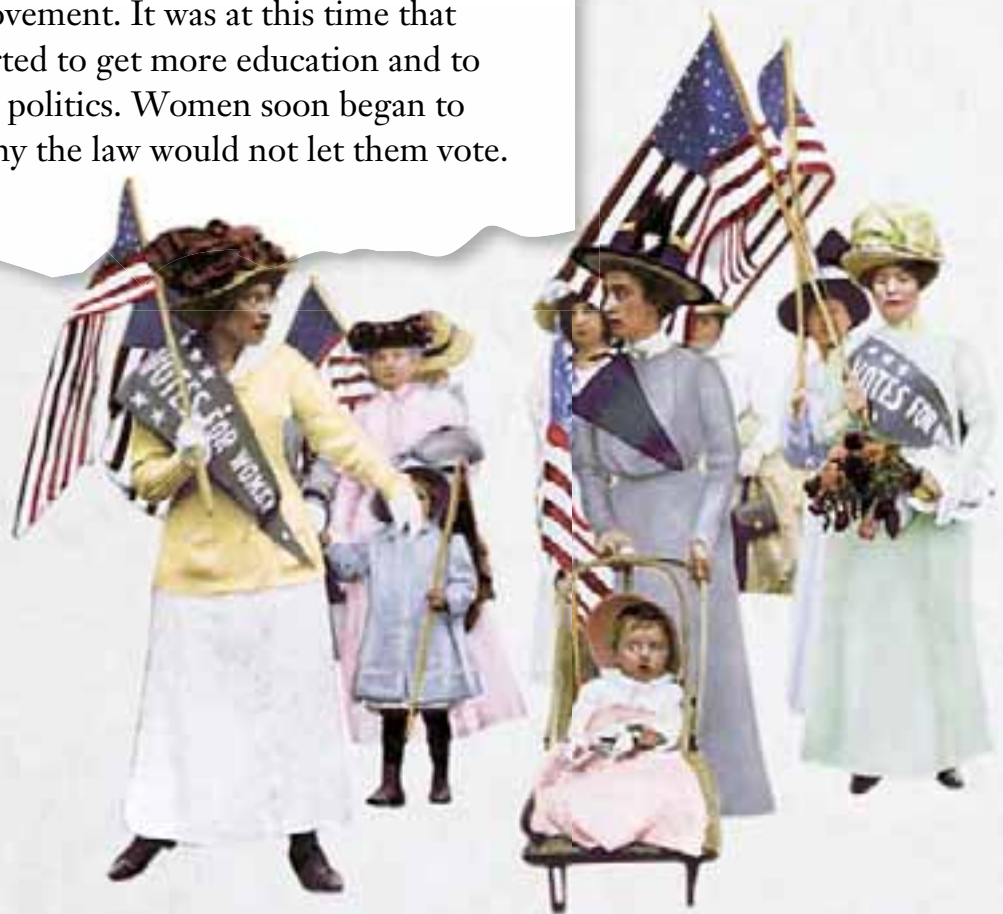
Elizabeth Cady Stanton

Encyclopedia Article

Women's Suffrage Movement

The women's suffrage movement helped give women the right to vote. Although women now have the same voting rights as men, they did not get those rights until the early 1900s and they had to fight hard to get them. Men and women who supported the movement to give women the right to vote were called suffragists.

The movement begins. A changing society during the early 1800s and the fight for equality among all people led to the start of the women's suffrage movement. It was at this time that women started to get more education and to take part in politics. Women soon began to question why the law would not let them vote.



Tip

Connect the clues or ideas from the passage to choose the best answer.

Directions: Answer the Questions.

1. How do you know Susan B. Anthony's parents were important in forming her character?
 - A** Her parents did not believe in educating girls.
 - B** She was only allowed to take an interest in her parents' causes.
 - C** She heard many speakers at her parents' house.
 - D** Her parents were Quakers who encouraged girls to speak out.
2. What does the word **movement** mean in this selection?
 - A** moving from place to place
 - B** a series of events
 - C** a sudden change
 - D** the actions of a group to gain a goal
3. How is Susan B. Anthony described in history books?
 - A** as an uneducated, but talented, speaker
 - B** as a famous criminal
 - C** as a leader in getting women the right to vote
 - D** as a woman who named an amendment after herself
4. **What information in the encyclopedia article is NOT included in Susan B. Anthony's biography?**
5. **Why was Susan B. Anthony's work important? Include examples from the selection in your answer.**

Writing Prompt

Write step-by-step directions to explain how to hold an election for class president.

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Talk About It

How would you make money if you needed to buy something?



Find out more
about money at
www.macmillanmh.com

MAKING MONEY



Vocabulary

sidewalks	blossomed
grumbled	wailed
traders	lonesome



Word Parts

Compound Words are words that are made up of two smaller words.

side + walks = *sidewalks*



Let's Trade!

by Alex Ely

Elizabeth and Danny walked along newly paved **sidewalks** on a frosty winter morning. Elizabeth wore a hat and gloves but no scarf. Danny wore a hat and two scarves, but he didn't have any gloves. Both of them were freezing.

"I'm so cold," Elizabeth **grumbled** under her breath.

"Me too," Danny **wailed**.

Then Elizabeth had an idea! "What if I traded you one glove for one of your scarves?" Elizabeth said. "Then both of our necks would be warm, and we'd each have one warm hand. We could put the other hand in our pockets."

"Good idea!" said Danny.

After they shared the scarf and glove, they began to feel warmer.

A few minutes later Mrs. Baxter appeared. "Did I just see you barter?" she asked.

Elizabeth and Danny looked puzzled. "What's barter?" Elizabeth asked.



“Barter means trade,” Mrs. Baxter explained. “You two traded a scarf and a glove so you could be warm. Did you know that **traders** bartered for thousands of years?”

“Really? How did it work?” Danny asked.

Mrs. Baxter said, “Well, traders who had too much of one thing, such as salt or cloth or pigs, would exchange them with other traders for other things that they needed. Trading grew and **blossomed**, but it had problems.”

“Like what?” Elizabeth asked.

“Suppose you raised chickens. You could trade the chickens and eggs for what you needed. But if the chickens got away—”

“I wouldn’t have anything to trade!”

“Exactly!” said Mrs. Baxter.

“And you’d be so **lonesome** without your poultry friends!” Danny said with a grin.

“Now you see why people began to use money to trade,” Mrs. Baxter said.

“Is it true that silver and gold coins were used before paper money?” Danny asked.

“Yes, but they were too heavy to carry.” Mrs. Baxter said.

“People then began to write promises on paper instead of trading coins. That was how paper money got its start.”

“Wow!” said Elizabeth, “but I guess people still trade sometimes, the way Danny and I did today!”



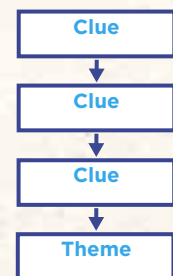
Reread for Comprehension



Summarize Sequence

The sequence of events in a story is the order in which things take place. You can summarize the sequence of events in a story by paying close attention to when events happen.

A Sequence Chart helps you summarize story events in time order. Reread the story to find the order in which things happened.



Comprehension

Genre

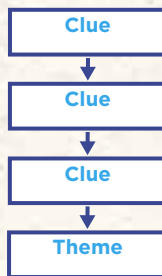
Historical Fiction is a story in which fictional characters take part in actual historical events.



Summarize

Sequence

As you read, use your Sequence Chart.



Read to Find Out

How does Amanda help her town boom?



BOOM TOWN

by Sonia Levitin

illustrated by Cat Bowman Smith







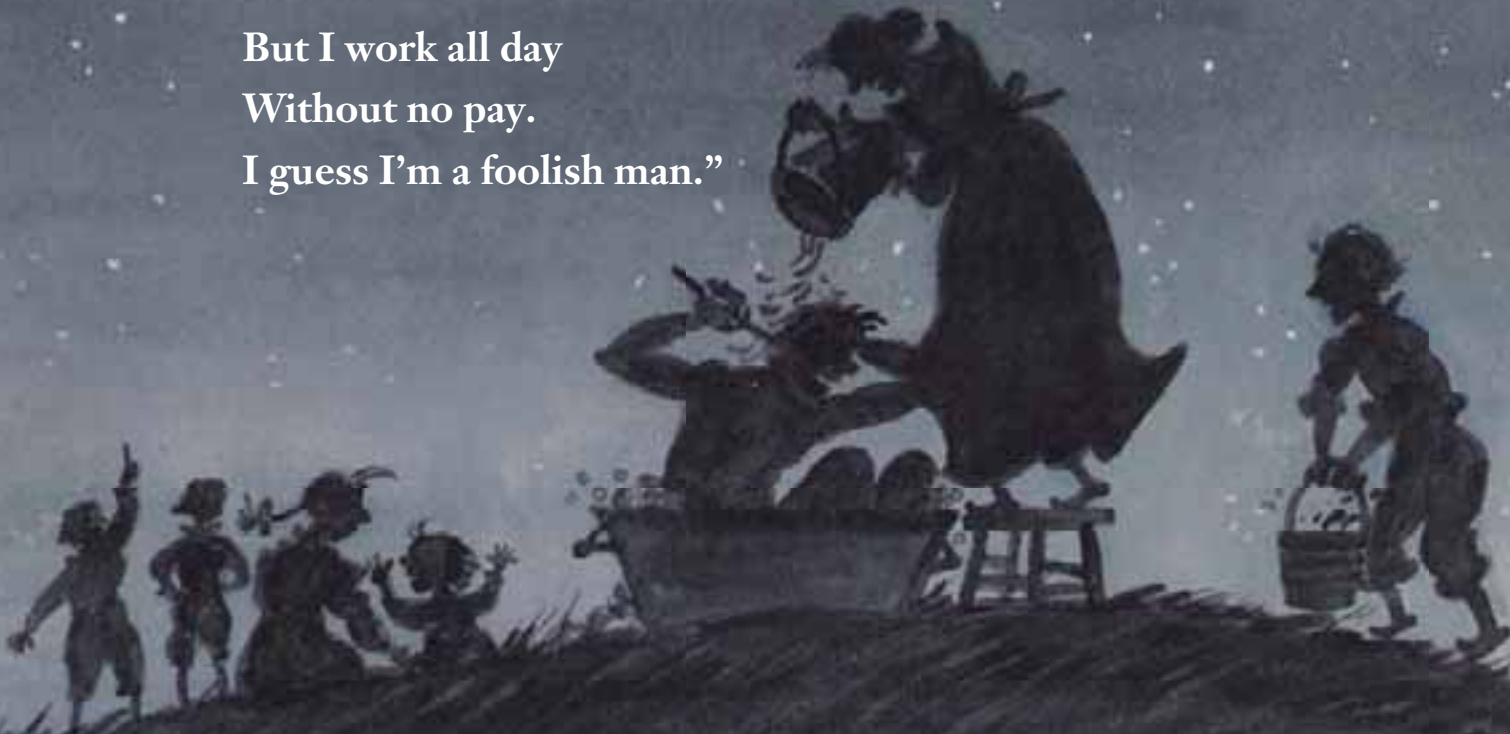
It took us twenty-one days on the stagecoach to get to California. When we got there, I thought we'd live with Pa in the gold fields. A whole tent city was built up. But Ma shook her head. "The gold fields are no place for children. We'll get a cabin and live in town."

What town? A stage stop, a pump house, a few log cabins—that was all. It was so wide and **lonesome** out west, even my shadow ran off.

Ma found a cabin big enough for all of us: Baby Betsy, brothers Billy, Joe, Ted, and me—Amanda. Pa came in from the gold fields every Saturday night, singing:

“So I got me a mule
And some mining tools,
A shovel and a pick and a pan;

But I work all day
Without no pay.
I guess I’m a foolish man.”



First Ma made him take a bath in a tin tub set out under the stars. Then Pa sang songs and told stories he’d heard from the miners—stories about men finding big nuggets and striking it rich. But poor Pa, he had no luck at all. Still, every Monday morning he’d leave for the gold fields full of hope.



Days were long and lonely. The hills spread out as far as forever. Nights, me and Ma and my brothers and Baby Betsy would sit out and wait for a shooting star to sail across the sky. Once in a while a crow flew by. That's all the excitement there was.

My brothers worked up some furrows. They planted corn and potatoes and beans. Then they ran around climbing trees, skinning their knees. But after all the water was fetched and the wash was done, after the soap was made and the fire laid, after the beds were fixed and the floor was swept clean, I'd sit outside our cabin door with Baby Betsy, so bored I thought I'd die. Also, I hankered for some pie. I loved to bake pie.

I asked Ma and she said, "Pie would be good, but we have no pie pans and no real oven, just the wood stove. How would you bake a pie?"



I poked around in a big box of stuff and found an old iron skillet. I decided to make a pie crust and pick gooseberries to fill it.

Gooseberries grew on the bushes near town. I picked a big pailful and went back home. I made a crust with flour, butter, a little water, and a pinch of salt, and then I rolled it out.

Ma came in and said, “Looks good, Amanda. I knew you could make it. But tell me, how will you bake it?”

I showed Ma the skillet. She shook her head. “I don’t think it will work, but you can try.”

“It will work,” I said.



Sequence

What steps does Amanda take to start baking her pie?





Brothers Billy and Joe and Ted stood there laughing. When the wood turned to coals, I pushed my pie inside the old stove. After a while I smelled a bad burning. I pulled out my pie, hard as a rock. Billy, Joe, and Ted whooped and slapped their sides. They snatched up my pie and tossed it high into the air. They ran outside and Billy whacked it hard with a stick. Pie pieces flew all over the place, and my brothers bent over, laughing.

I was so mad I went right back in to make another, and I swore none of them would get a bite. I rolled out my crust and filled it with berries, shoved the pie into the oven, and soon took it out.

I set the pie down to cool. I went off to do some mending. Next thing I knew, Baby Betsy, just learning to walk, sat there with pie goo all over her face. Too soft, the filling ran down on Betsy, and she **wailed** like a coyote in the night.

It took one more try, but I got it right. That night we ate my gooseberry pie, and it was delicious.



When Pa came home from the gold fields on Saturday night, there was a pie for him, too. “Amanda, you are the queen of the kitchen!” Pa scooped me up and whirled me around. I was proud.



The next week I made an extra pie for Pa to take with him to the gold fields.

Saturday night when he came home singing, coins jangled in his pocket.

We all ran out to ask, “Did you strike gold, Pa?”

“No,” he said. “I sold Amanda’s pie. The miners loved it. They paid me twenty-five cents a slice!”

After that, Pa took pies to the gold fields every week. And every week he came home with coins in his pockets. Some miners walked right to our door looking for pie. They told Ma, “You should open a bakery.”

Ma said, “It’s my girl Amanda who is the baker. If she wants to make pies, that’s fine. But I have no time.”

Ma had a new baby on the way. It was up to me. I figured I could sell pies to the miners and fill up our money jar.

But I needed help. I rounded up my brothers and told them, “If you want to eat pie, you’ve got to work.”

They **grumbled** and groaned, but they knew I meant it. So Billy built me a shelf, Joe made a sign, AMANDA’S FINE PIES, and Ted helped pick berries and sour apples.



I needed more pans and another bucket. One day Peddler Pete came by, and with the money I'd made I bought them.

"You're a right smart little girl," said the peddler, "being in business like this."

I thought fast and told him, "Anybody can make money out here. Folks need things all the time, and there're no stores around. If you were to settle and start one, I'll bet you'd get rich."

Peddler Pete scratched his beard. "Not a bad idea," he said. "My feet are sore from roaming. I could use this cart and build my way up to having a store."

So pretty soon we had us a real store called PEDDLER PETE'S TRADING POST. Trappers and **traders** and travelers appeared. After shopping at Pete's, they were good and hungry.





They came to our cabin, looking for pie. Some liked it here so well they decided to stay. Soon we had a cooper, a tanner, a miller, a blacksmith. A town was starting to grow.

A prospector came in on the stage from St. Joe, his clothes covered with dirt. He looked around at the folks eating pie, and he asked, "Is there someone here who does washing?"

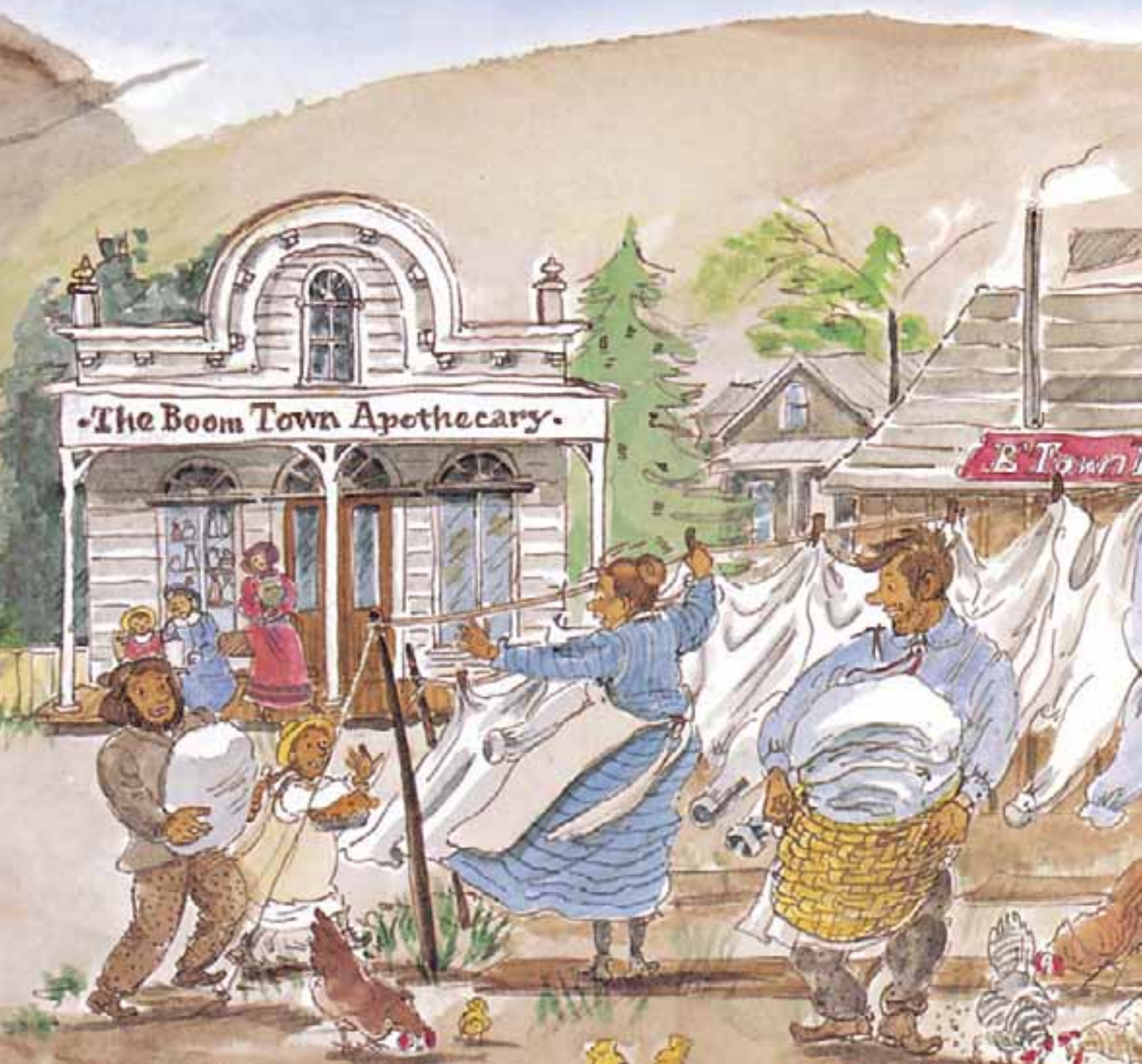
I stepped right up and I told him, "What we need is a laundry. Why don't you stay and start one? Why, the miners are sending their shirts clear to China. You'll make more money doing laundry than looking for gold."

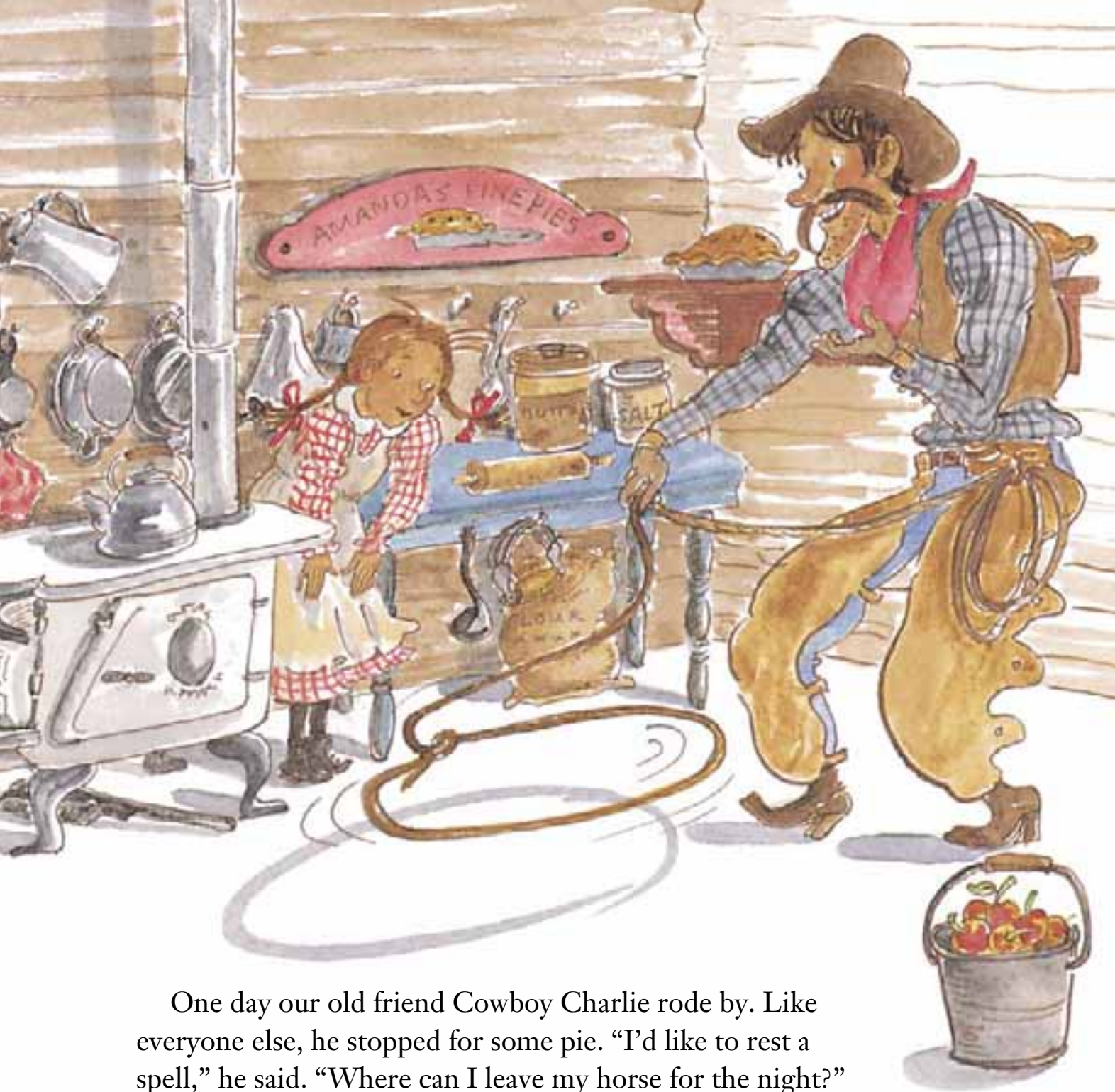
The man thought a while, then said with a smile, "You're right, little lady. It's a dandy idea. I'll send for my wife to help."

Soon shirts and sheets fluttered on the line as people brought their washing in. A tailor came to make and mend clothes. A cobbler crafted shoes and boots. We heard the *tap tap* of his hammer and smelled the sweet leather. A barber moved in with shaving mugs, and an apothecary with herbs and healing drugs. So the town grew up all around us.



My pie business **blossomed**. Sometimes the line snaked clear around the house. Baby Betsy entertained the people while they waited. Billy added another shelf. Joe and Ted made a bench. We all picked berries and apples. Even Ma came to help. We had to get a bigger jar for all the money coming in.





One day our old friend Cowboy Charlie rode by. Like everyone else, he stopped for some pie. "I'd like to rest a spell," he said. "Where can I leave my horse for the night?"

"There's no livery stable," I said. "But why don't you start one? You'd rent out horses, and wagons too. That would be the perfect business for you."

"You're just full of great ideas, little lady," Cowboy Charlie said. He twirled his lariat. "I'd like to settle down. I'll stay here and do just that."

Soon a trail was worn right to Charlie's stable door. All day we heard the snorting of horses. Now Charlie needed hay. Farmers brought wagons and sacks full of feed. With all those people riding in, someone decided to build a hotel and a cafe. The town grew fast all around us.

The owner of the cafe bought pies from me, five or six at a time. I taught Billy how to roll the crust. Joe got wood for the stove. Ted washed the fruit, and Baby Betsy tried to stir in the sugar.

The money jar in our kitchen looked ready to bust. Where could we safely keep all that cash? Lucky us, one day Mr. Hooper, the banker, appeared.

"I'm building a bank," Mr. Hooper said to me. "This is getting to be a boom town."

"We'll use your bank," I told Mr. Hooper, "but the roads are so poor. In winter there's mud, and in summer there's dust. We need some **sidewalks** and better streets."

"You're a smart little lady," said Mr. Hooper, tipping his hat. "I'll see what I can do about that."



Before we knew it, the bank was built and wooden sidewalks were laid. One street was called Bank Street; the other was Main. Soon every lane and landmark had a name. Pa and my brothers built on a big room for our bakery.

Men sent for their families. New houses appeared everywhere. Babies and children filled up the town. We needed a school, and a good schoolmarm.



We knew Miss Camilla from our stagecoach days. She was living up the coast a ways. Cowboy Charlie rode off to fetch her, and she was glad to come.

Miss Camilla, the teacher, had married a preacher, and he came too. We all got together to build a church and a school. Bells rang out every day of the week. Now this was a real boom town!

One day Pa said to me, “Amanda, I’m through panning for gold. Will you let me be in business with you?”

“Sure!” I said, happily. “I’d love to work with you, Pa, and I’d also like to go to school.”



Sequence

What sequence of events takes place to create this boom town?





So Pa turned to baking, and we all worked together.
Pa sang while he rolled out the dough:

“Amanda found a skillet
And berries to fill it,
Made pies without a pan;

Our pies are the best
In all the West.
I guess I’m a lucky man.”

Now Pa is with us every day. There’s excitement
and bustle all around. Our house sits in the middle of
a boom town!

And to think it all started with me, Amanda, baking pies!



BANK ON SONIA AND CAT



AUTHOR

Sonia Levitin wrote this story after reading about a woman who made more than \$10,000 by baking pies in a skillet during the California Gold Rush. Sonia loves research, so it is not surprising that she found such an interesting fact. History is just one of the things that Sonia likes to write about. She also writes mysteries, adventures, and funny stories.



ILLUSTRATOR

Cat Bowman Smith started out drawing magazine pictures. Her illustrations became very popular. Soon she was illustrating books. Today she has illustrated more than 40 of them.



Find out more about Sonia Levitin and Cat Bowman Smith at www.macmillanmh.com

Other books by Sonia Levitin: *Nine for California* and *Taking Charge*



Author's Purpose

Did Sonia Levitin write to inform or entertain readers? What clues help you figure out her purpose?



Comprehension Check



Summarize

Use your Sequence Chart to help you summarize *Boom Town*. Retell the story's events in the order in which they happen.

Event
↓
↓
↓



Think and Compare

1. Tell about two things that happened after Amanda's pie business **blossomed**. Use story details in your answer.

Summarize: Sequence

2. Reread pages 162-163 of *Boom Town*. From those two pages, what conclusions can you draw about the kind of person Amanda is? Use story details to support your answer. **Analyze**
3. If you start your own business, what information from the story could help you to be successful? Explain. **Apply**

4. Based on this story, do you think new businesses are important to the growth of a town or a city? Use examples from the story. Explain. **Evaluate**

5. Read "Let's Trade" on pages 152-153. Compare how the characters in "Let's Trade!" and *Boom Town* got the things that they needed. **Reading/Writing Across Texts**



Social Studies

Genre

Nonfiction Articles give information about real people, places, or things.

Text Feature

Calendars show the months, weeks, and days of the year.

Content Vocabulary

business

services

batches

demand



How to Earn Money!

by R. J. Harkin

Would you like to do something new and exciting? Would you like to be looked up to and respected by kids and adults alike? Would you like to earn money in your free time? If you answered “Yes!” to any of these questions, then starting your own **business** might be right for you!

You Can Do It!

“My own business?” you might ask. “But I’m only a third-grader!” No problem! Even third-graders have plenty of talent and **services** to offer.

Do you enjoy cooking or baking? Then you may consider whipping up and selling a few **batches** of your fabulous blueberry muffins. Do you like arts and crafts? If so, why not make and sell artwork or jewelry? Do animals like you? Many busy families need responsible people to walk their dogs and feed their cats. The possibilities are endless! So, wash a car, plant a garden, or a lawn. If people want and need your special talents, you’ll soon be in business!



Starting a Dog-Washing Business



Using a Calendar

Before starting a business, you need to make a plan. A calendar can help you organize and keep track of what you need to do.

1. Find out if there is a **demand** for your business.

2. Advertise your business.

May						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Talk to neighbors.	2	3
4	5 Make flyers.	6	7	8	9	10
11	12 Put up flyers.	13	14	15	16	17
18	19	20	21	22	23	24 Buy dog shampoo.
25	26	27 Collect tubs and towels.	28	29	30	31 Wash Dogs!

3. Gather materials and supplies.

4. Open your business.



Connect and Compare



1. Look at the calendar on page 180. How many days are scheduled for advertising? **Using a Calendar**
2. Suppose you live in a neighborhood where most people work all day. They aren't home to cook, work in the yard, or spend time with their pets. What businesses might there be a demand for? **Apply**
3. What advice do you think Amanda could give kids who may want to start a business today? **Reading/Writing Across Texts**



Social Studies Activity

Research a business that interests you. Create a calendar that shows your preparations for opening that business.



Find out more about businesses at
www.macmillanmh.com

Write Compare- and-Contrast Paragraphs

Writer's Craft

Multiple Paragraphs

When writing **multiple paragraphs**, make sure the paragraphs go in a logical order. Each paragraph should begin with a topic sentence that states the main idea. The other sentences give supporting details.



How Much Alike Are We?

by Sarah A.

The first topic sentence contrasts, and the second compares.

The details of each paragraph support the main idea of each topic sentence.

Amanda and I are different because she lived a long time ago and I live in modern times. Amanda and her family traveled on a wagon. We have a minivan. She wears dresses. I wear jeans.

Amanda and I are also the same. We are girls who like to bake. Plus, Amanda started a pie business, and I walk dogs for the neighbors.

Amanda and I are probably more alike than we are different. We are both active people interested in many different things.



Your Turn

Write three paragraphs to compare and contrast life now with life when your parents were young.

Use a Venn diagram to sort things that are alike and different. In one paragraph, compare things that are alike. In another paragraph, contrast differences.

Sum up in a third paragraph. Use the Writer's Checklist to check your writing.



Writer's Checklist

- ☒ **Ideas and Content:** Is it clear from my writing how the people are alike and different?
- ☒ **Organization:** Do my **multiple paragraphs** go in a logical order? Does each paragraph start with a topic sentence?
- ☒ **Voice:** Does my writing sound like me?
- ☒ **Word Choice:** Did I use comparison words such as *same* and *different*?
- ☒ **Sentence Fluency:** Are my sentences too long?
- ☒ **Conventions:** Did I use pronouns correctly? Did I check my spelling?

Your Turn

Write three paragraphs to compare and contrast life now with life when your parents were young.

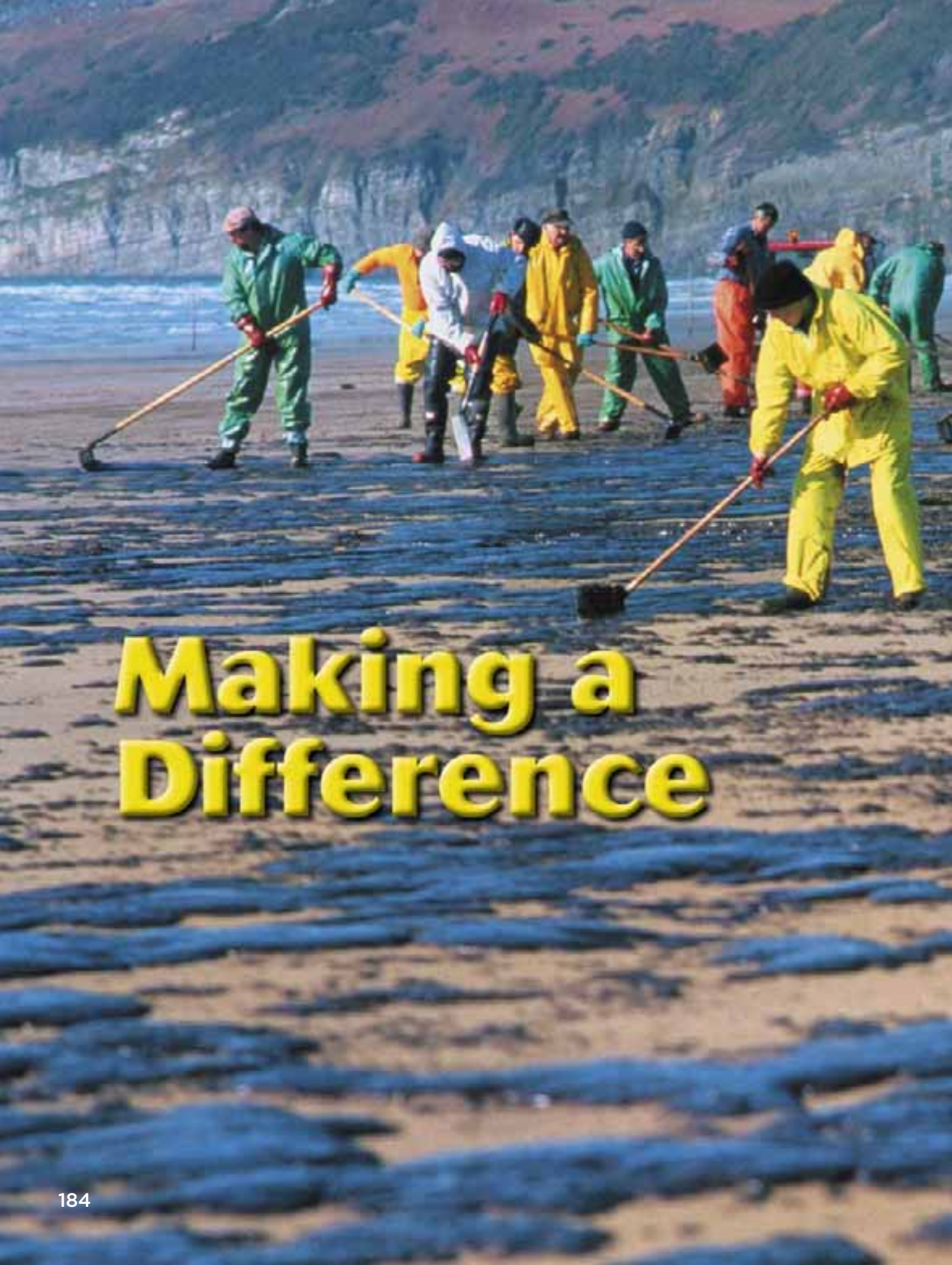
Use a Venn diagram to sort things that are alike and different. In one paragraph, compare things that are alike. In another paragraph, contrast differences.

Sum up in a third paragraph. Use the Writer's Checklist to check your writing.

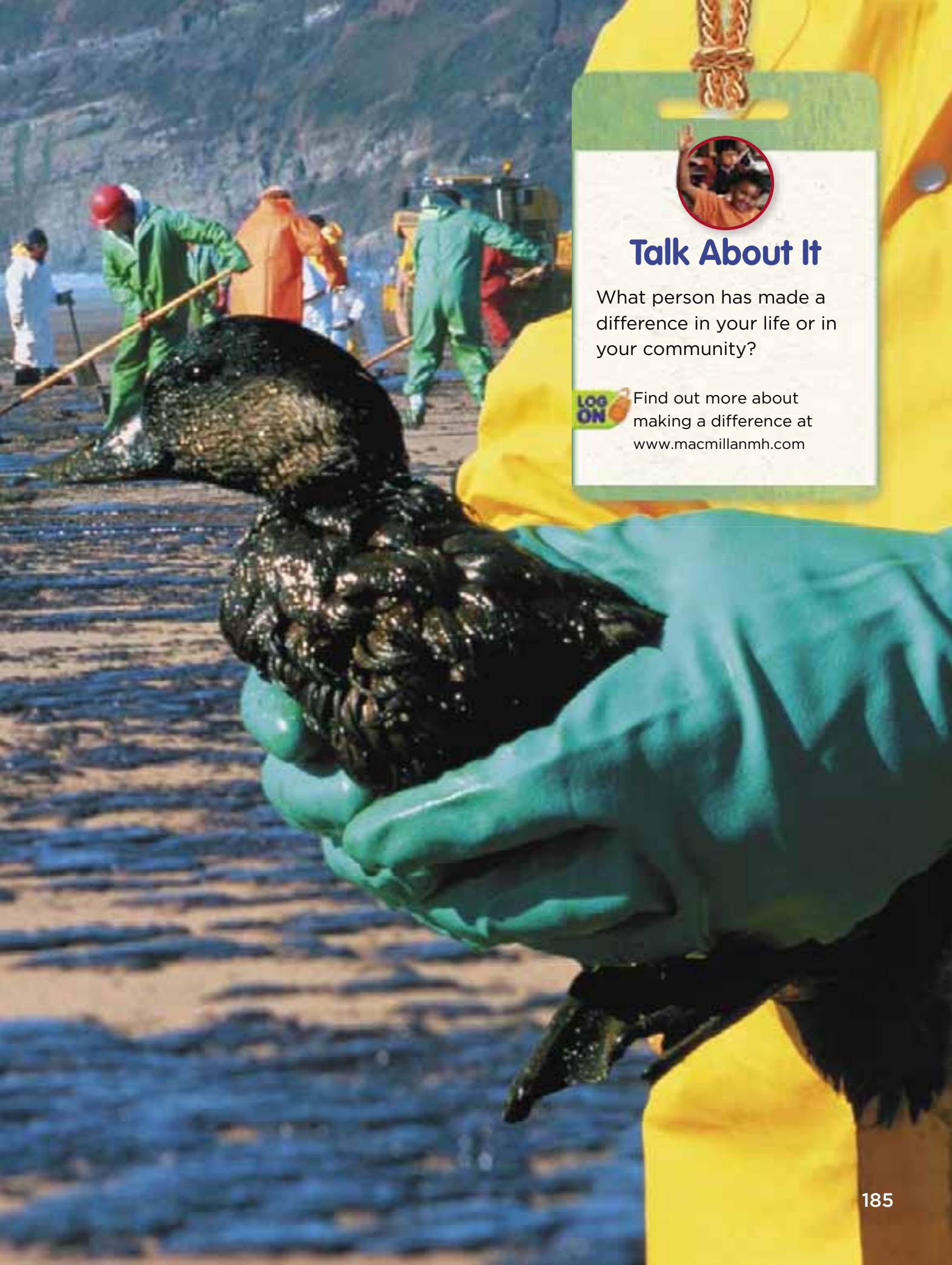


Writer's Checklist

- ☒ **Ideas and Content:** Is it clear from my writing how the people are alike and different?
- ☒ **Organization:** Do my **multiple paragraphs** go in a logical order? Does each paragraph start with a topic sentence?
- ☒ **Voice:** Does my writing sound like me?
- ☒ **Word Choice:** Did I use comparison words such as *same* and *different*?
- ☒ **Sentence Fluency:** Are my sentences too long?
- ☒ **Conventions:** Did I use pronouns correctly? Did I check my spelling?



Making a Difference



Talk About It

What person has made a difference in your life or in your community?



Find out more about making a difference at www.macmillanmh.com

Vocabulary

gift	sturdy
yearned	schoolhouse
tend	kindhearted
produce	

Word Parts

Word Families are groups of words that have the same base word.

Schoolhouse, preschool, and schoolgirl belong to the same word family.



An Armenian family with a cow

Helping People Help Themselves

by Zoe Tomasi

In the 1930s, Dan West was farming in Spain. It was wartime, and people were starving. As he handed out cups of milk to children, an idea hit him. “These children don’t need a cup. They need a cow.” This was the start of Heifer International.

Send Some Cows

Do you think a nice **gift** is a bike or CD? Heifer International gives different kinds of presents. Its presents might say “quack” or “moo.” Dan West asked friends in the United States to give gifts of heifers, or young cows. Since then, Heifer International has given animals to four million families. It gives people the chance to feed themselves.



Pass on the Gift

Heifer International wants the people they help to help others. For one project, the group sent chickens to some children in Asia. The children **yearned** for the day when they could help others.

Nine-year-old Julie said, "I want other girls like me to take care of chickens and their families. I want to share and give many away."

Julie knew she had to **tend** to her chickens well so they would **produce** new eggs and healthy chicks. She took good care of them, and they gave birth to strong, **sturdy** chicks. Julie then passed on the gift of chicks to other families.

This girl will care for her chicks so they grow up to be healthy.

Letting Children Learn

Because of Heifer International, children can spend their days in a **schoolhouse** instead of working in the fields. They can use the money they earn from their animals to pay for school.

Heifer International has made a huge difference in people's lives for many years, thanks to a **kindhearted** farmer named Dan West.



Reread for Comprehension



Make Inferences and Analyze

Cause and Effect

Why something happens is the cause. What happens is the effect. Recognizing these two things can help you make inferences about what you are reading.

A Cause and Effect Chart helps you analyze what happened in a story and make inferences about why it happened. Reread the selection to find several effects and their causes.

Cause	→	Effect
	→	
	→	
	→	

Comprehension

Genre

Narrative Nonfiction is a story that gives facts about actual people or situations.



Make Inferences and Analyze

Cause and Effect

As you read, use your Cause and Effect Chart.

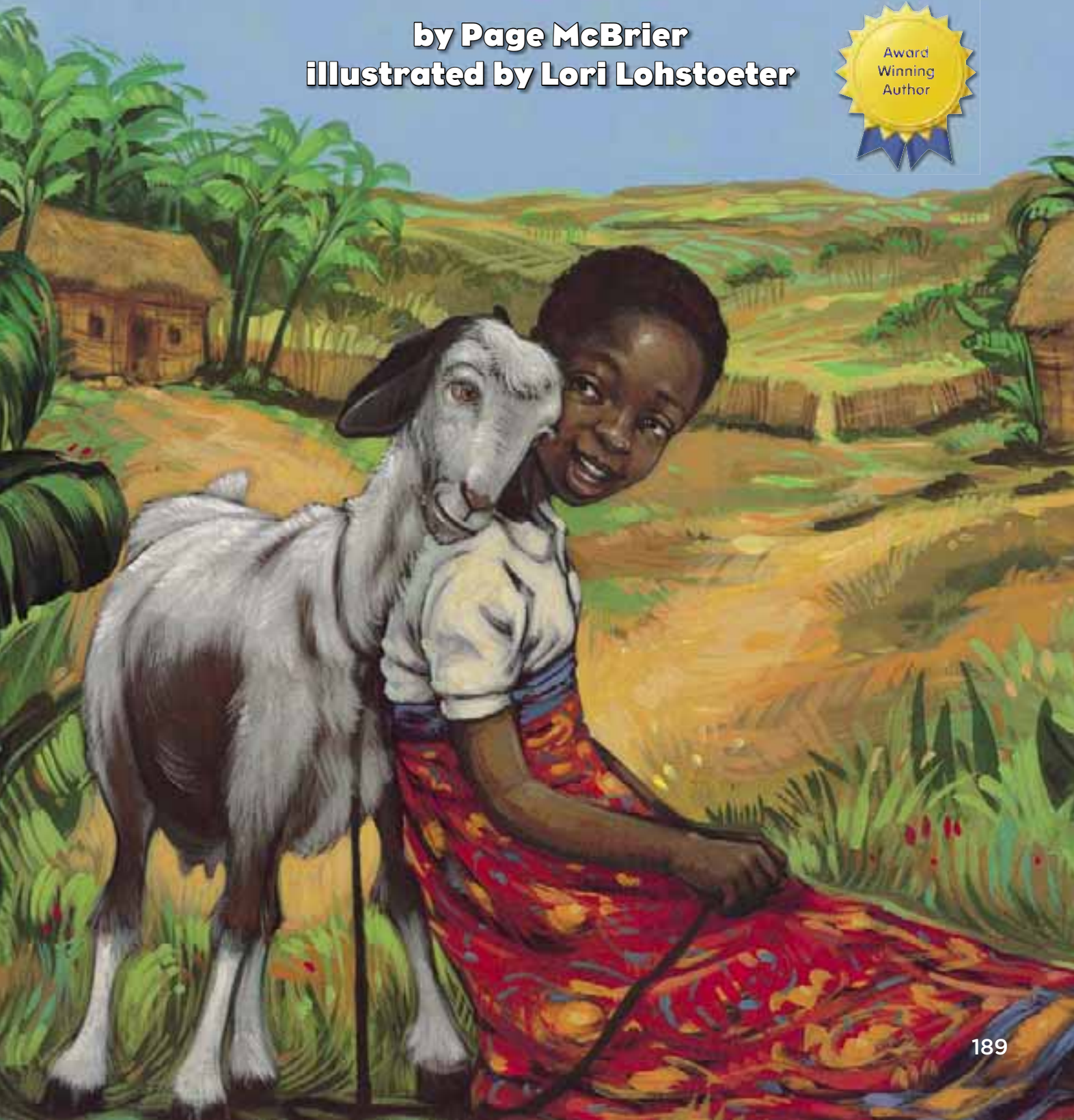
Cause	→	Effect
	→	
	→	
	→	

Read to Find Out

Does Beatrice ever get to go to school?

Beatrice's Goat

by Page McBrier
illustrated by Lori Lohstoeter



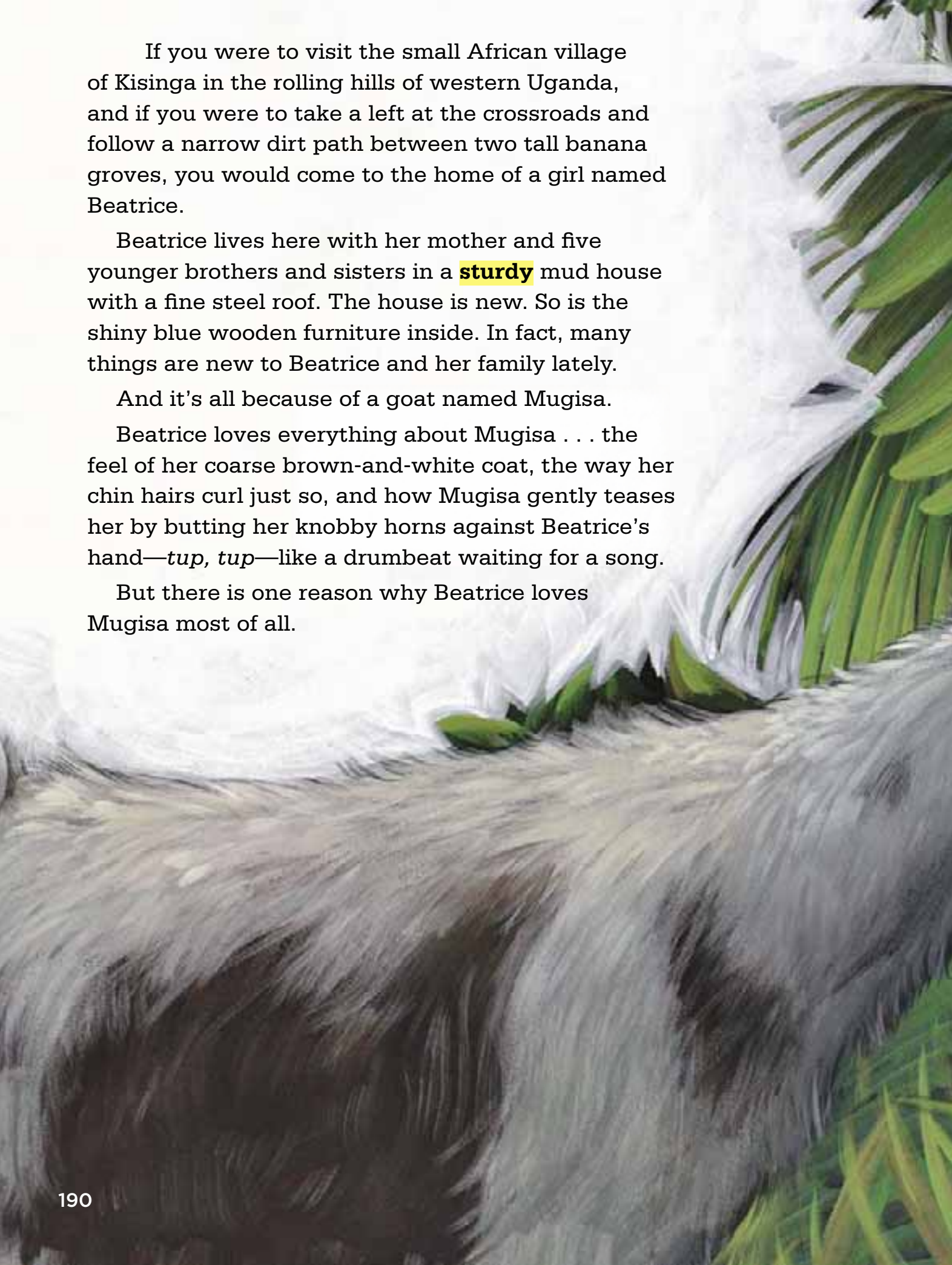
If you were to visit the small African village of Kisinga in the rolling hills of western Uganda, and if you were to take a left at the crossroads and follow a narrow dirt path between two tall banana groves, you would come to the home of a girl named Beatrice.

Beatrice lives here with her mother and five younger brothers and sisters in a **sturdy** mud house with a fine steel roof. The house is new. So is the shiny blue wooden furniture inside. In fact, many things are new to Beatrice and her family lately.

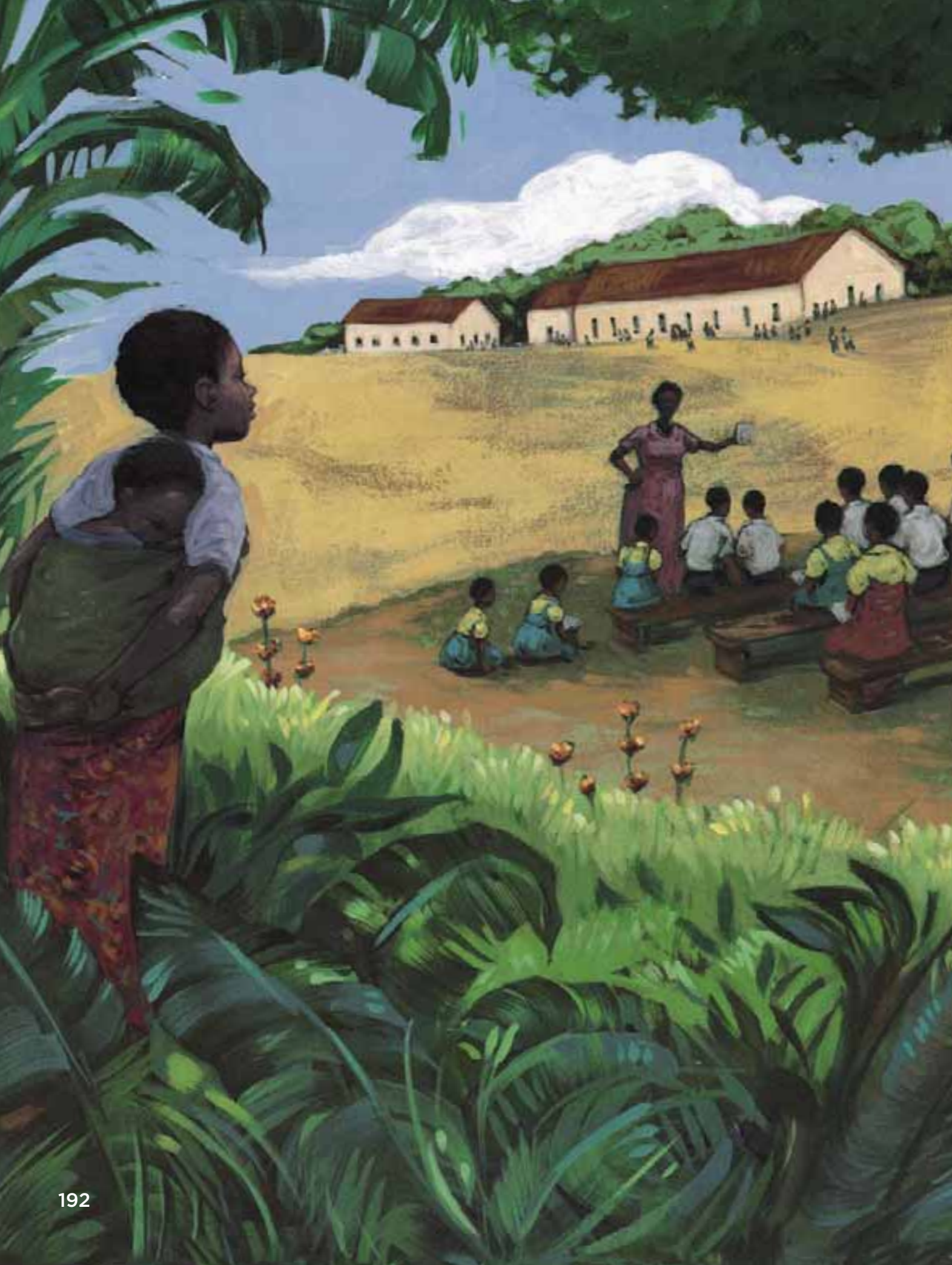
And it's all because of a goat named Mugisa.

Beatrice loves everything about Mugisa . . . the feel of her coarse brown-and-white coat, the way her chin hairs curl just so, and how Mugisa gently teases her by butting her knobby horns against Beatrice's hand—*tup, tup*—like a drumbeat waiting for a song.

But there is one reason why Beatrice loves Mugisa most of all.







In the time before Mugisa, Beatrice spent her days helping her mama hoe and plant in the fields, **tend** the chickens, watch the younger children, and grind the cassava flour that they would take to market to sell.

Once in a while, when she was tending baby Paskavia, Beatrice would stop by the **schoolhouse**. Often, the students had carried their long wooden benches outside to work under the cool shade of the jackfruit trees. Then Beatrice would stand quietly off to one side, pretending she was a student, too.

Oh, how she longed to be a schoolgirl! How she **yearned** to sit on one of the benches and figure sums on a small slate chalkboard. How she wished to turn the pages of a worn copybook and study each word over and over until it stuck in her mind like a burr.

"I'll never be able to go to school," she would sigh. "How could I ever save enough money to pay for books or a uniform?"



One day while Beatrice was busy pulling weeds, Mama came to her with dancing eyes. "Beatrice, some **kindhearted** people from far away have given us a lucky **gift**. We are one of twelve village families to receive a goat."

Beatrice was puzzled. A goat? What kind of gift was a goat? It couldn't get up each morning and start their charcoal fire for cooking. It couldn't hike down to the stream each week and scrub their dirty clothes clean. It couldn't keep an eye on Grace, Moses, Harriet, Joash, and Paskavia.

Her long fingers tugged patiently at the weeds. "That's very nice, Mama," she said politely.

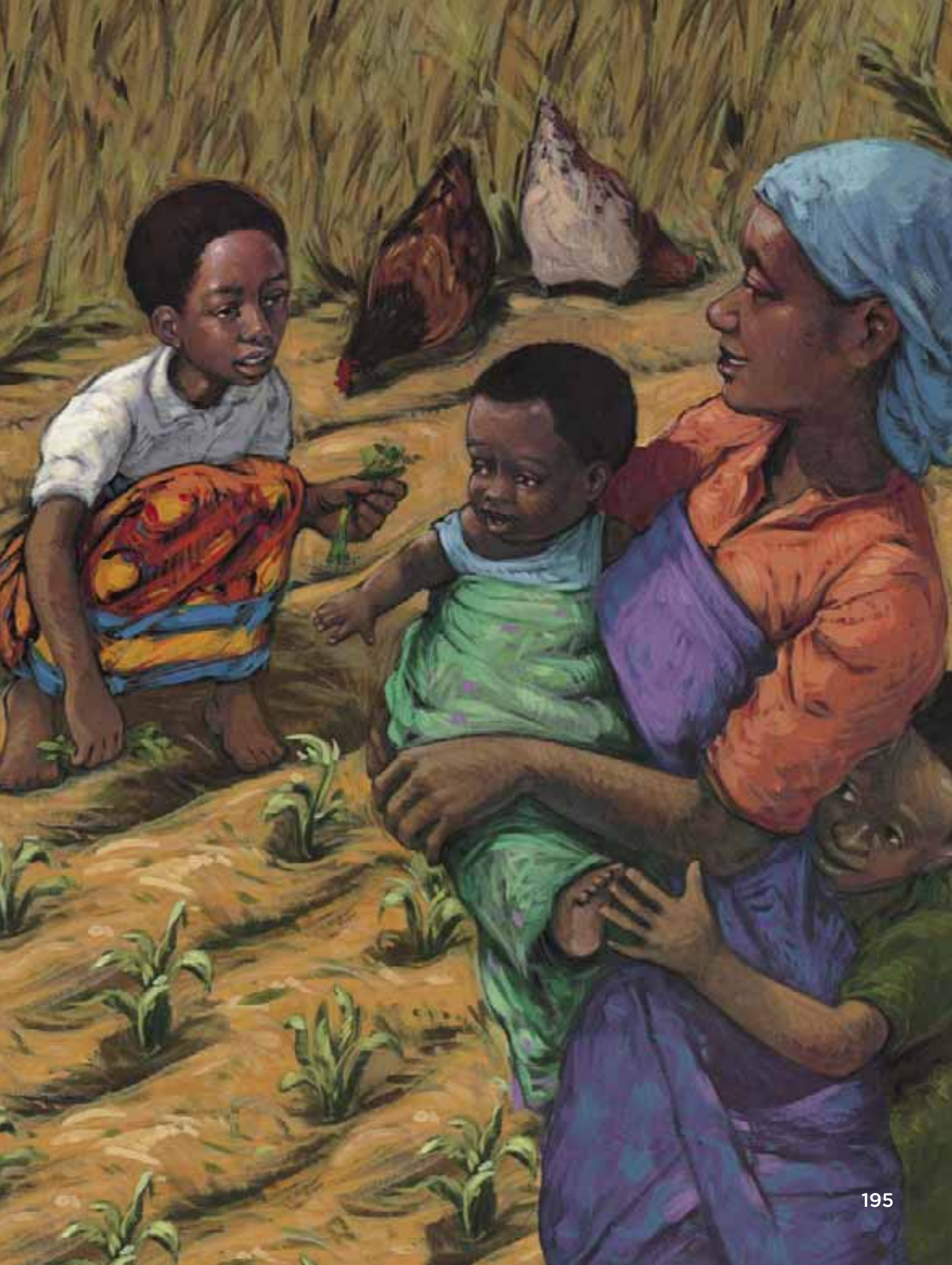
Then Mama added, "It will be your job to take care of our goat. If you do, it can bring wonderful things."

Beatrice looked up at her mother. "Will this goat come soon?" she asked. "Because I would like to meet such a goat."

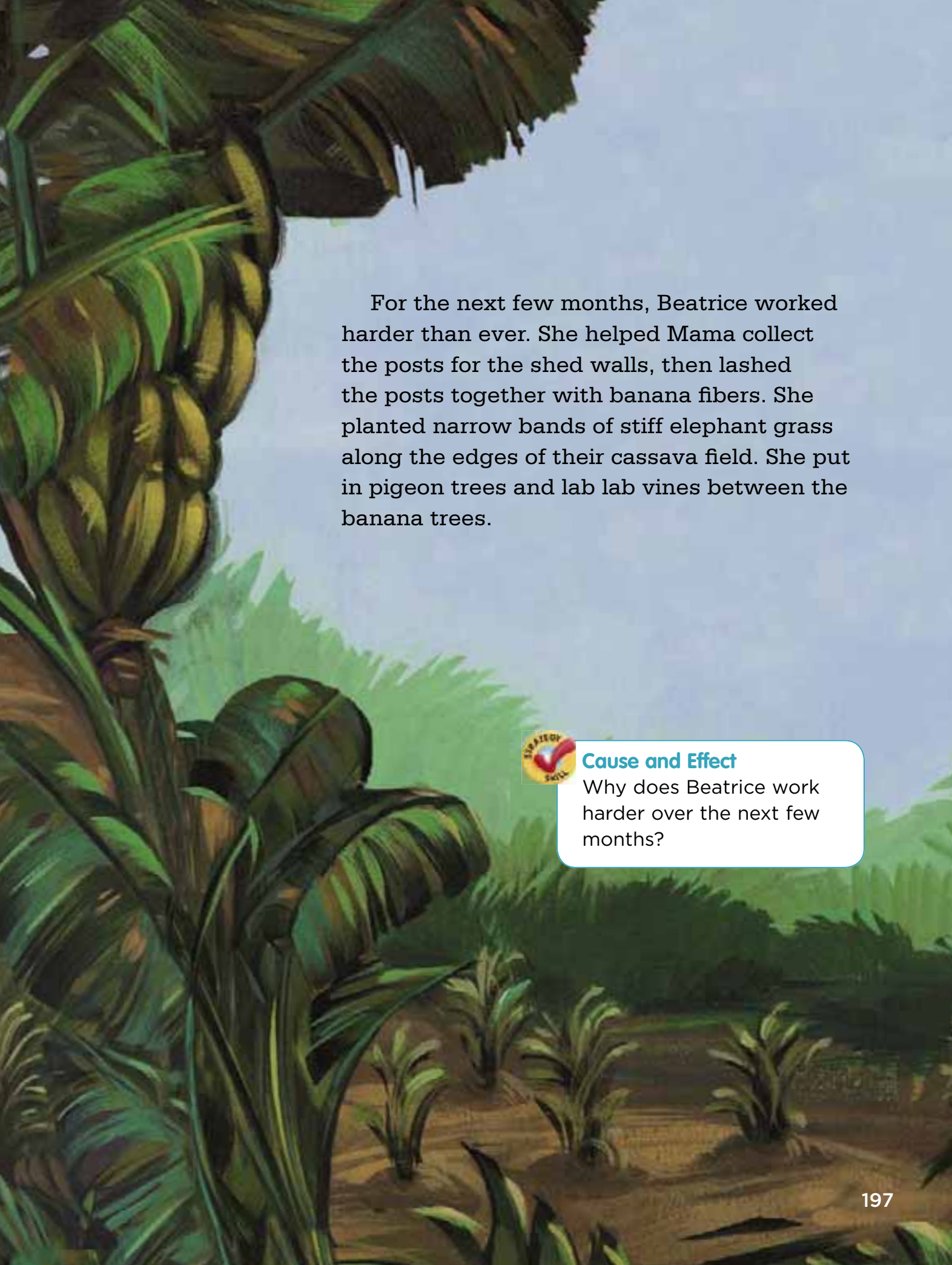
Mama laughed. "Good things take time. First I must plant pastures and build our goat a shed."

Beatrice nodded slowly. Surely Mama knew what she was doing. "I will help you," she declared.







The background of the page is a painting of a tropical landscape. On the left, a large banana tree with green and yellow leaves dominates the foreground. In the middle ground, there is a field of cassava plants with their characteristic arrow-shaped leaves. The sky is a pale, hazy blue.

For the next few months, Beatrice worked harder than ever. She helped Mama collect the posts for the shed walls, then lashed the posts together with banana fibers. She planted narrow bands of stiff elephant grass along the edges of their cassava field. She put in pigeon trees and lab lab vines between the banana trees.



Cause and Effect

Why does Beatrice work harder over the next few months?

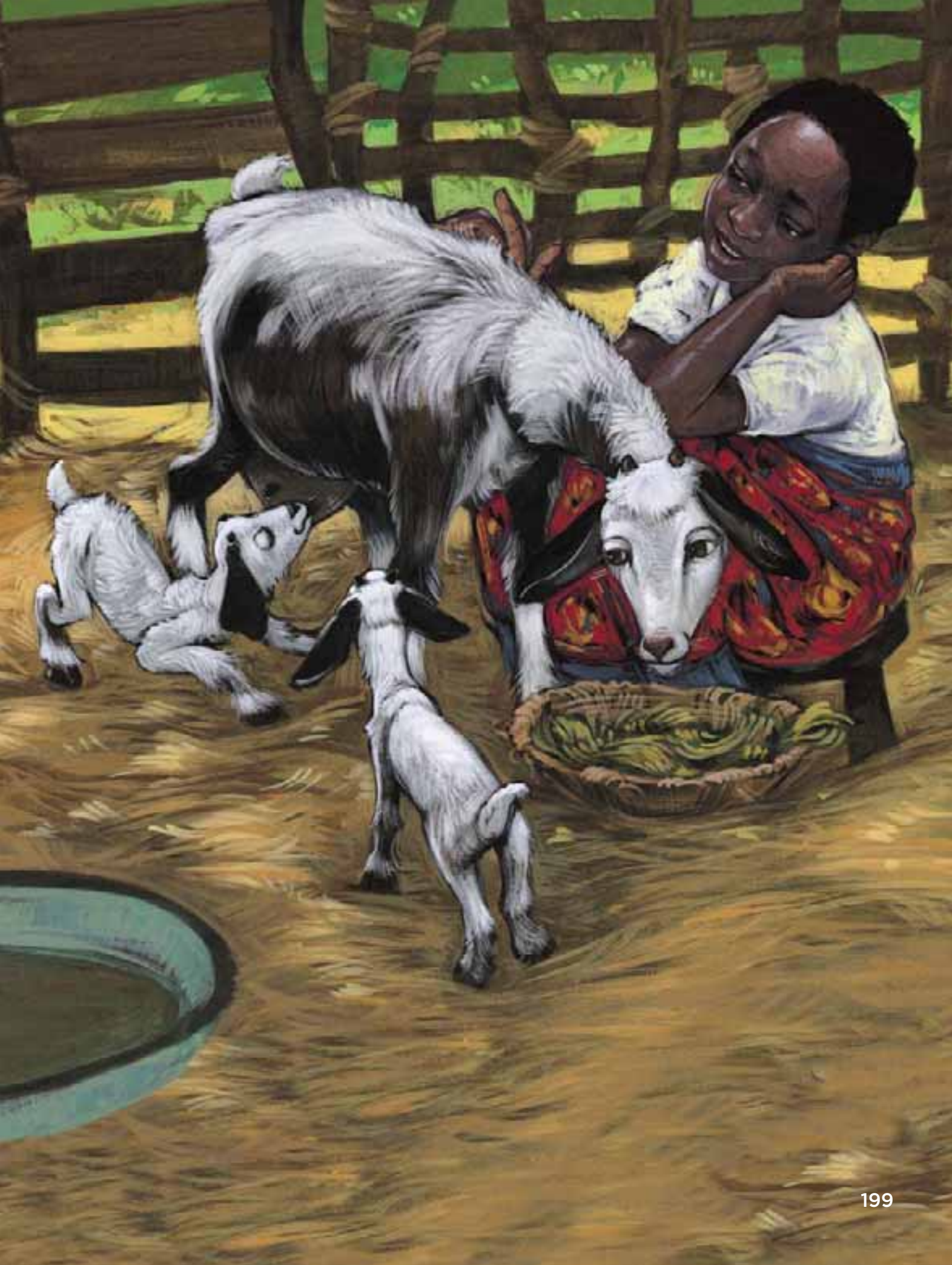
Finally, one day Beatrice's goat arrived, fat and sleek as a ripe mango. Beatrice stood shyly with her brothers and sisters, then stepped forward and circled the goat once. She knelt close, inspecting its round belly, and ran her hand along its smooth back. "Mama says you are our lucky gift," she whispered. "So that is what I will name you. *Mugisa* ... luck."

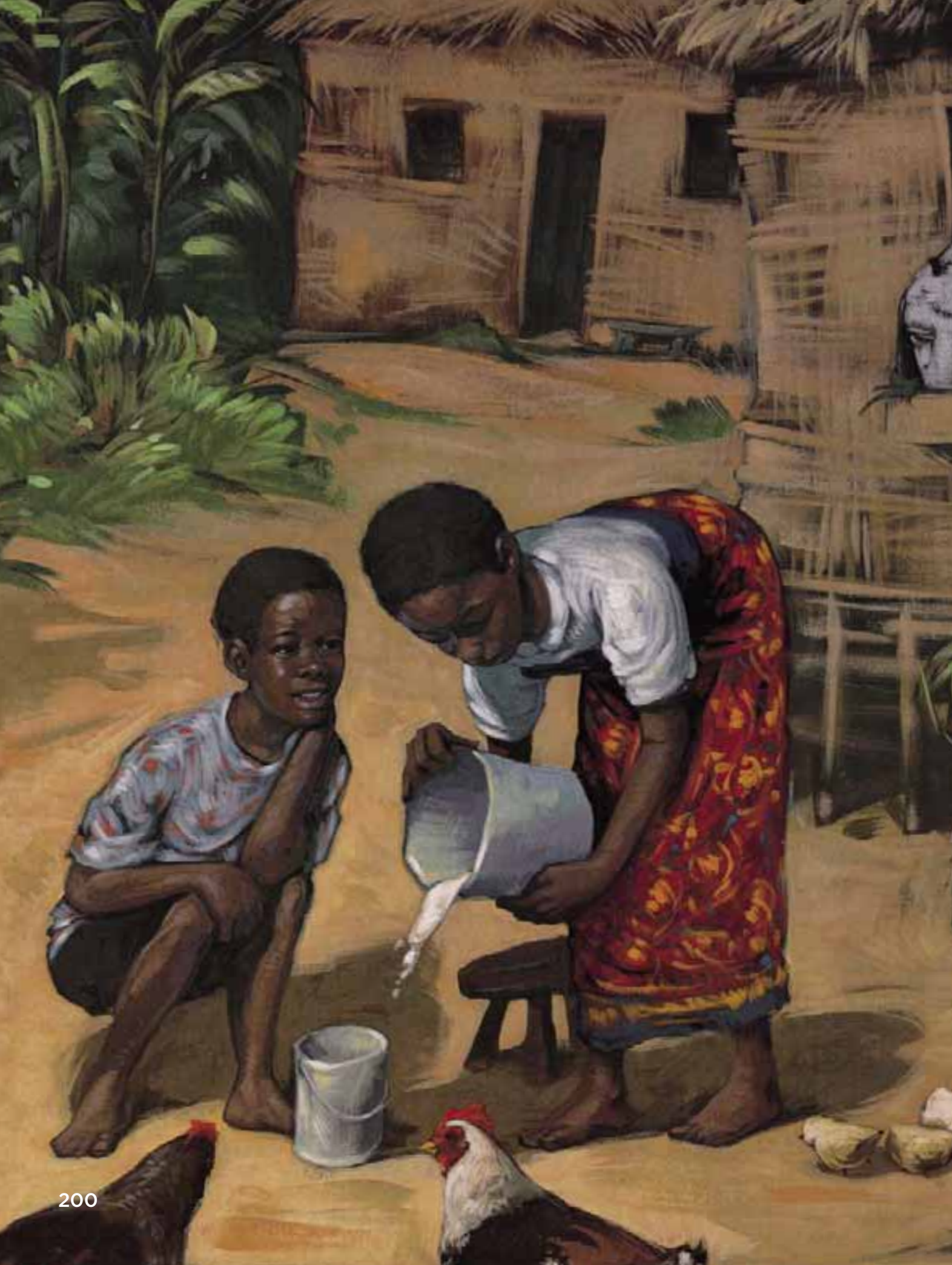
Two weeks later, Mugisa gave birth. It was Beatrice who discovered first one kid and then, to her surprise, another. "Twins!" she exclaimed, stooping down to examine them. "See that, my Mugisa? You have already brought us *two* wonderful things." Beatrice named the first kid *Mulindwa*, which means expected, and the second *Kihembo*, or surprise.

Each day Beatrice made sure Mugisa got extra elephant grass and water to help her **produce** lots of milk, even though it meant another long trip down to the stream and back.

When the kids no longer needed it, Beatrice took her own first taste of Mugisa's milk. "Mmm. Sweet," she said, mixing the rest into her cup of breakfast porridge. Beatrice knew Mugisa's milk would keep them all much healthier.







Now, each morning after breakfast, Beatrice would head off to the shed to sell whatever milk was left over. “Open for business,” she would say, in case anyone was listening.

Often she would spy her friend Bunane coming through the banana groves.

“Good morning, Beatrice, Mugisa, Expected, and Surprise,” Bunane would always say. Then he would hand Beatrice a tall pail that she would fill to the top with Mugisa’s milk.

When Beatrice finished pouring, Bunane would hand her a shiny coin, and Beatrice would carefully tuck the money into the small woven purse at her side.

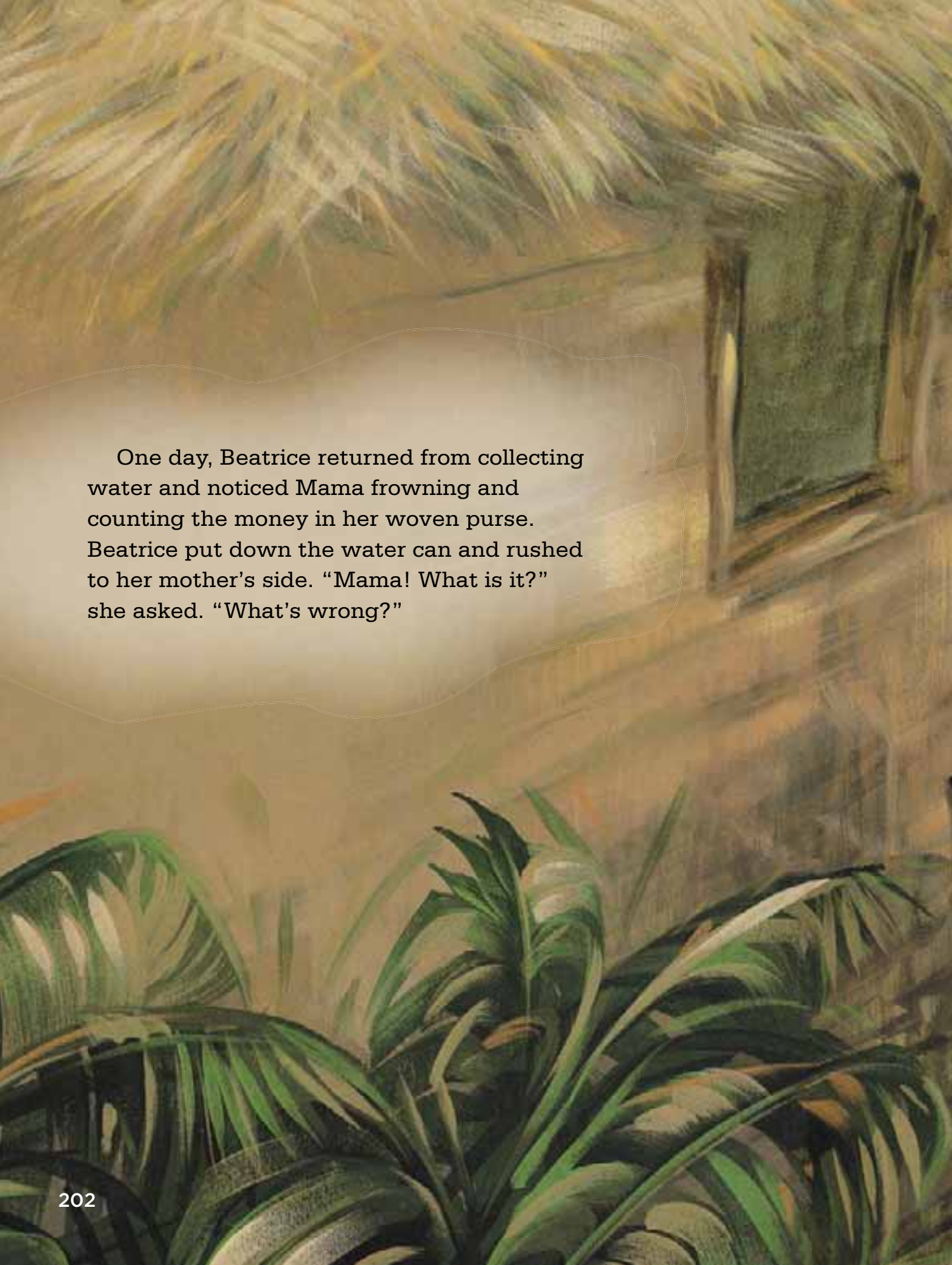
Day after day, week after week, Beatrice watched the purse get fuller. Soon there would be enough money for a new shirt for Moses and a warm blanket for the bed she shared with Grace.



Cause and Effect

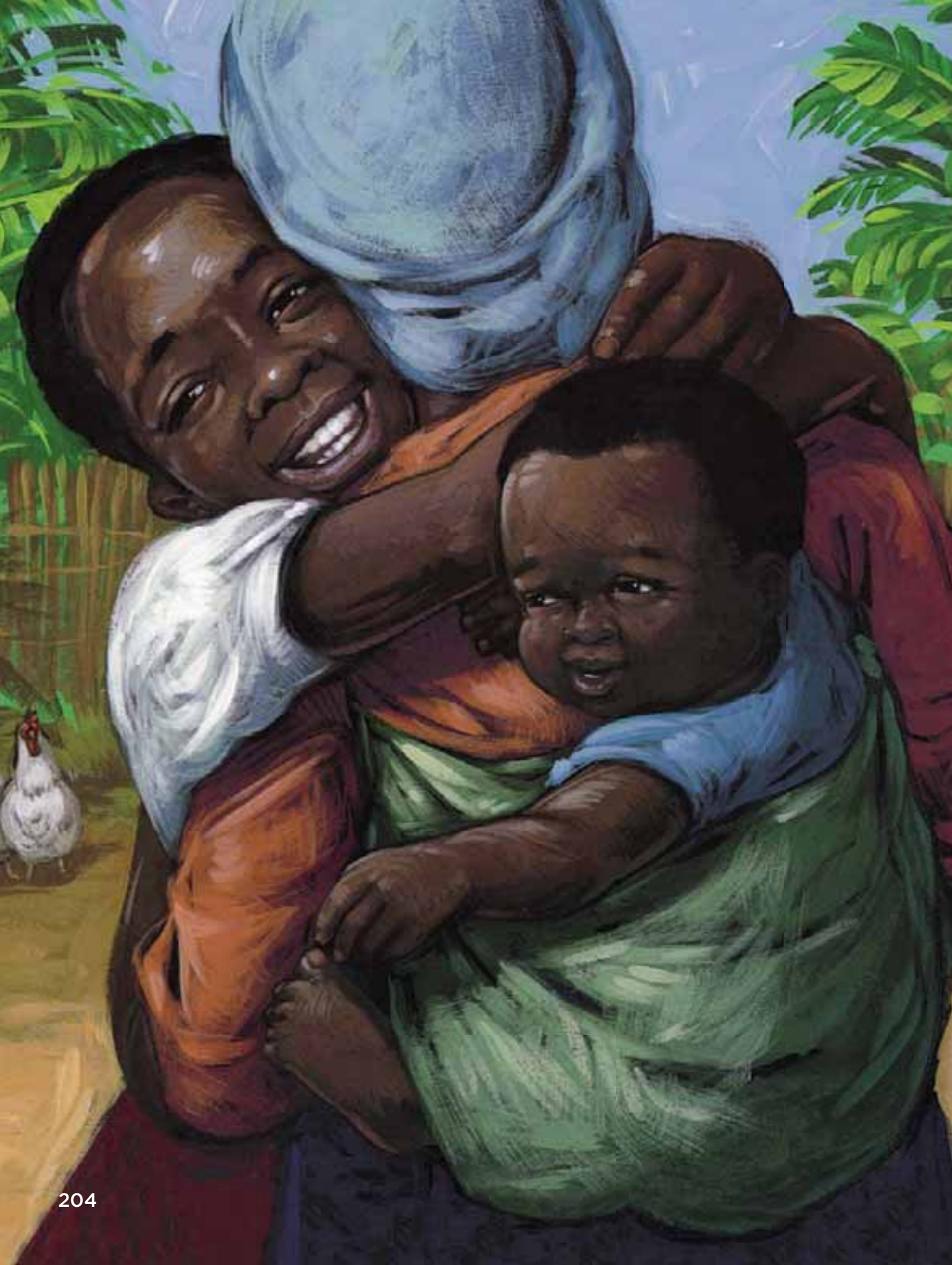
How is Mugisa helping Beatrice and her family?



The background of the page is a painting. It depicts a traditional hut with a thick, thatched roof made of dried palm fronds or similar natural materials. A rectangular window is visible on the right side of the hut's wall. In the foreground, there are lush green tropical plants with long, pointed leaves, possibly banana leaves or similar foliage. The overall style is painterly, with visible brushstrokes and a warm, slightly muted color palette dominated by browns, greens, and yellows.

One day, Beatrice returned from collecting water and noticed Mama frowning and counting the money in her woven purse. Beatrice put down the water can and rushed to her mother's side. "Mama! What is it?" she asked. "What's wrong?"







As she looked up, Mama's frown turned to a small smile. "I think," she said, "you may just have saved enough to pay for school."

"School?" Beatrice gasped in disbelief. "But what about all the other things we need?"

"First things first," Mama said.

Beatrice threw her arms around her mother's neck. "Oh, Mama, thank you." Then she ran to where her goat stood chewing her cud and hugged her tight. "Oh, Mugisa!" she whispered. "Today *I* am the lucky one. You have given me the gift I wanted most."

The very next week Beatrice started school. On the first morning that she was to attend, she sat proudly waiting for milk customers in her new yellow blouse and blue jumper, Mugisa by her side.



Beatrice felt nervous and excited at the same time. Mugisa pressed close, letting her coarse coat brush softly against Beatrice's cheek. "Oh, Mugisa," Beatrice cried. "I'll miss you today!"

Then she thought again about all the good things Mugisa was bringing. Mama said that soon Surprise would be sold for a lot of money. "It will be enough to tear down this old house," she had explained. "We will be able to put up a new one with a steel roof that won't leak during the rains."

Beatrice heard a rustle and noticed Bunane heading toward her with his empty milk pail. He eyed her new uniform and sighed. "You're so lucky. I wish *I* could go to school."

Beatrice reached out and touched Bunane's arm. "I've heard that your family is next in line to receive a goat."

A smile crossed Bunane's face. "Really?"

"Really."



Then Beatrice kissed Mugisa on the soft part of her nose, close to where her chin hairs curled just so, and started off to school.





Page and Lori's Story

AUTHOR

PAGE MCBRIER was lucky enough to go to Uganda to meet Beatrice. She and Lori Lohstoeter had a six-hour drive to reach Beatrice's little village. After Page finished this story, she visited Beatrice again. By then, Beatrice had finished high school and was getting ready for college.



Other books by Page McBrier:
Oliver and the Lucky Duck and
The Treehouse Times



ILLUSTRATOR

LORI LOHSTOETER learned about Beatrice when she met someone from a special group that helps families. Lori wanted to draw the pictures for a book about Beatrice, but she needed to find someone to write the story. Lori asked Page, and they went to Africa to meet Beatrice and tell her story.



Find out more about Page McBrier
and Lori Lohstoeter at
www.macmillanmh.com

Author's Purpose

Did Page McBrier want to entertain or persuade readers, or both? Identify the author's purpose (or purposes) and point to examples in the selection.



Comprehension Check



Summarize

Use the Cause and Effect Chart to help you summarize *Beatrice's Goat*. Tell how and why Beatrice was finally able to go to school.

Cause	→	Effect
	→	
	→	
	→	



Think and Compare

1. The **gift** of the goat caused many changes. Use your Cause and Effect Chart to show the effects of this gift on Beatrice and her family. **Make Inferences and Analyze: Cause and Effect**
2. Reread the first paragraph on page 194. Why do you think people from far away gave goats to families in Beatrice's village? **Analyze**
3. Before you read the story, what would you have thought about receiving a goat as a gift? Did your opinion change after reading the story? Explain your answer. **Evaluate**
4. What would have happened if the villagers had never been given goats? Explain. **Synthesize**
5. Read "Helping People Help Themselves" on pages 186-187. How is this selection like *Beatrice's Goat*? How are the two selections different? Use details from both selections in your answer. **Reading/Writing Across Texts**



Social Studies

Genre

Newspaper Articles tell about important people and events and are part of daily or weekly newspapers.



Text Feature

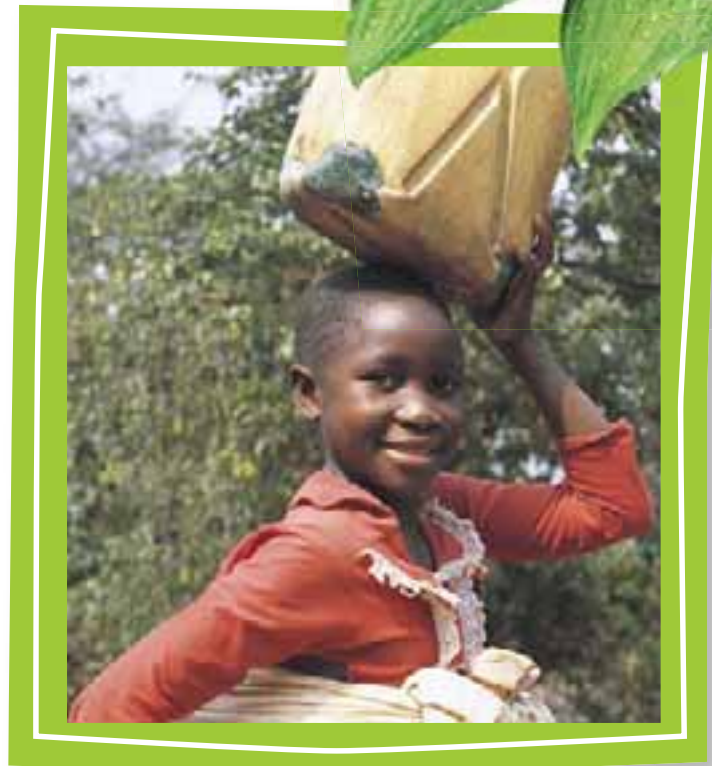
Editorials are newspaper articles that present the opinions of the publisher or editors. They try to persuade the reader to do or believe something.

Content Vocabulary

achieve

determined

encourages



Ugandan Girl Reaches Goal

by Ann Frost

To Beatrice Biira, getting an education is the most important goal a person can have. Even when she was a little girl growing up in Uganda, she saw how important it is to get a good education. A goat named Mugisa helped her **achieve**, or reach, that goal.



After receiving Mugisa from the charity group Heifer International, Beatrice's family took care of the goat and the goat's young, which are called kids. With the money they made from selling milk and one of the kids, the Biiras were able to buy things they needed. Many people would have been satisfied with that, but Beatrice wanted more. She wanted to go to school.

Ten-year-old Beatrice had to start first grade with much younger students. This just made her more **determined** to work harder. Soon she caught up with her friends. Beatrice's good grades made it possible for her to go to school in the United States.

Even though it was hard for Beatrice to live so far away from her family, it has been worth it to her to get a good education.

Beatrice feeds Mugisa.



About Beatrice



Reading an Editorial

Editorials contain facts, as well as the opinions of the publisher or editor.

The News

Vol. 3

LATE CITY EDITION

April 17, 2007

The title of a newspaper article or editorial is called the headline.

How Important Is Education? Ask Beatrice!

by Earl Clements, Jr.

This expresses an opinion.

Getting an education should be one of the most important goals a person has. Beatrice Biira knew this when she was a little girl growing up in Uganda. Beatrice's family could not afford to buy the uniform and books she needed for school. When Heifer International gave her family a goat, Beatrice worked hard to take care of it and sell its milk. She earned enough money to buy books and a uniform. She worked hard at school and eventually went to college in the United States. Beatrice plans to help others reach their goals of getting an education and a better life.





Education has changed Beatrice Biira's life. She has appeared on television to tell her story and has visited schools to talk about how Mugisa the goat changed her life.

Beatrice worked hard. She didn't give up. Today, she **encourages**, or urges, students to read and help make the world a better place.

Beatrice visits classrooms to talk about her experiences.



Connect and Compare



1. Which sentences in the editorial express opinions? **Reading an Editorial**
2. Do you agree with the opinion in the editorial about the importance of education? Explain. **Evaluate**
3. Think about *Beatrice's Goat* and this article. Which parts let you know how Beatrice feels about getting an education? **Reading/Writing Across Texts**



Social Studies Activity

Find out about an organization, like Heifer International, that helps people. Write an editorial that tries to convince people to donate money or time to that organization.



Find out more about charitable organizations at **www.macmillanmh.com**

Writer's Craft

Transition Words

Good writers use **transition words** to connect ideas.

Words such as *because* and *as a result* help show cause and effect.

Write About Someone or Something That Changed Your Life

How Bert Changed My Life

by Danielle L.

Bert, my new baby brother, changed my life. I used to have my own room. Now Bert sleeps in my room in his crib. He likes to throw his stuffed animals on the floor. If I don't give them back to him, he cries. Now Bert can crawl.

The words "as a result" explain what happened when Bert started to crawl.

As a result, he knocks down my block castles and chews on my books!

I used the word "because" to explain why I understand Bert.

Because I know he is just a baby, I put my books on shelves and build new castles. Things change when you are a big sister!





Your Turn

Write a paragraph about someone or something that has changed your life. You can write about something you did. You can also tell about a person you know or have read about. Be sure to include transition words such as *because*.

Use the Writer's Checklist to check your writing.



Writer's Checklist

- ☒ **Ideas and Content:** Did I include vivid details that tell about the topic?
- ☒ **Organization:** Did I write a good topic sentence?
- ☒ **Voice:** Did I show how I feel about the topic?
- ☐ **Word Choice:** Did I use **transition words** that help the reader connect my ideas?
- ☒ **Sentence Fluency:** Did I vary the kinds of sentences I used?
- ☒ **Conventions:** Did I use subject and object pronouns correctly? Did I check my spelling?



Your Turn

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Talk About It

How many different ways can you think of that people get from one place to another?



Find out more about movement and transportation at www.macmillanmh.com

IN MOTION



Vocabulary

powered artist's
declared pride
existed

Visions of the Future from the Past

What opinions did experts have about movement and transportation throughout history? Take a look.

Lord Kelvin, a famous scientist, 1800s

Opinion: Airplanes would never fly.

Was he right? No. On December 17, 1903, the Wright brothers made the first controlled flight in a **powered** airplane.



Lee DeForest, a pioneer in radio, TV, and radar, 1900s

Opinion: No person would ever reach the moon.

Was he right? No. On July 20, 1969, Neil Armstrong stepped onto the moon and **declared**, "That's one small step for man, one giant leap for mankind."



Jules Verne, science-fiction writer, in an 1870 novel

Opinion: People would be able to travel under water in airtight vessels.

Was he right? Yes. Though submarines already **existed**, it would be decades before they could stay submerged for long-distance travel.



Leonardo da Vinci, artist, scientist, inventor, 1400s

Opinion: People would fly in a machine with an overhead propeller.

Was he right? Yes. This **artist's** sketch, made about 1490, shows a helicopter 400 years before its invention.



SMOOTH RIDING

This time line of inventions shows some real *movement*!

- | | | |
|----------------|---|-----------------------------------|
| 3800-3600 B.C. | ◆ | The wheel |
| 1783 A.D. | ◆ | Hot air balloon
Steamship |
| 1831 | ◆ | Lawn mower |
| 1885 | ◆ | Bicycle |
| 1903 | ◆ | The Wright brothers' first flight |
| 1908 | ◆ | Ford Model-T car |
| 1939 | ◆ | Jet airplane |
| 1980 | ◆ | In-line skates |
| 1981 | ◆ | Space shuttle |



Find out more about transportation at www.macmillanmh.com

TIME
FOR KIDS



Where No Chimp Has Gone Before

On January 31, 1961, Ham the chimpanzee blasted off into space . . . and history books.

Ham's flight took him 156.5 miles into space at a speed of 5,800 miles per hour. The trip lasted 16.5 minutes. Then Ham's capsule splashed down into the Atlantic Ocean. Back on land, he gobbled up an apple and half an orange.

The U.S. space program took great **pride** in Ham. He paved the way for Alan Shepard to become the first American in space in May 1961.

After his space flight, Ham went on to live in a North Carolina zoo.

Comprehension

Genre

A **Nonfiction Article** gives information about a real person, place, or event.



Make Inferences and Analyze

Fact and Opinion

A fact can be proved to be true. An opinion is a belief that does not have to be supported by facts.



A Carousel of Dreams

The creatures on the Children's Carousel at Riverbank State Park (above) were copied from kids' drawings, like the one below.



The carousel at Riverbank State Park in New York City is probably the most fantastic carousel in the country. It doesn't hold the usual herd of painted ponies. Instead, giant spiders pull a chariot, and a plaid zebra prances beside a two-headed octopus. These creatures were invented by kids. Milo Mottola, 32, is the artist who turned the kids' drawings into carousel critters.

Mottola believed kids should be a big part of his carousel project, so he held drawing classes in Riverbank State Park. The kids created more than 1,000 drawings of creatures. It was tough to choose only 32 of them for the carousel. “They were all my favorites!” Mottola **declared**.

When 9-year-old Grover Austin heads to the carousel, he hops on the green lion. He thinks it’s the best because he created it! The **artist’s** signature is carved on the floor beneath each animal. The original drawing hangs above it.

The Children’s Carousel at Riverbank State Park is one of only 200 major carousels that remain today. Amusement parks and fairs now have faster rides. People today seem to prefer rides that are scarier or more exciting than the gentle carousels. But during the early 1900s, carousels were very popular. About 6,000 of them **existed** in the United States.

History in the Round

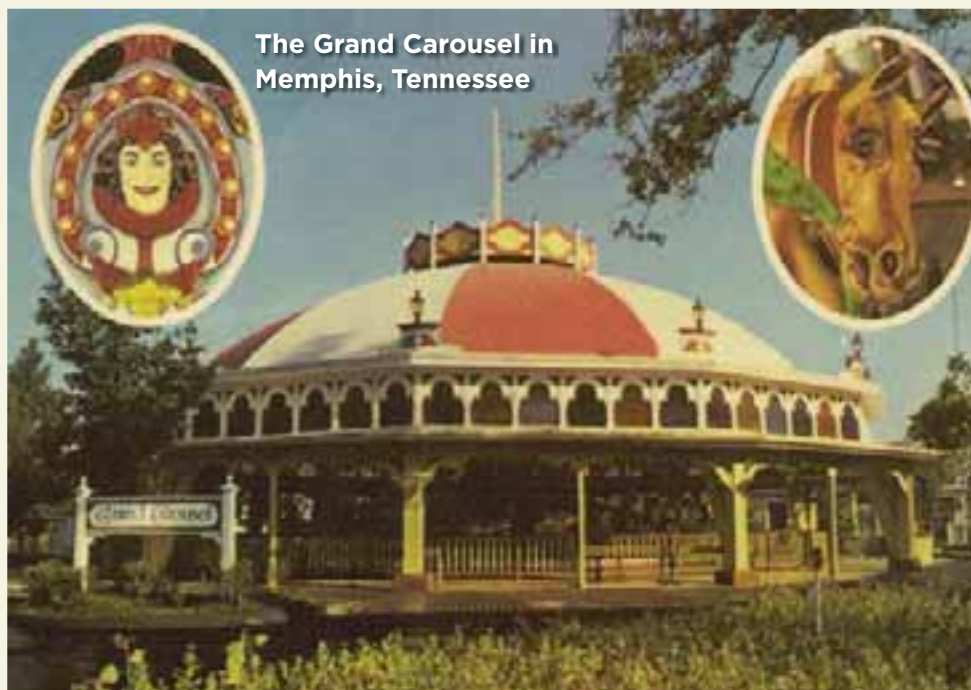
At one time, carousels were considered rides for adults, not kids. Most carousels were created by craftspeople who came to the U.S. from other countries. They had a lot of **pride** in their designs of fancy horses and chariots. Chariots are the carousel seats that are like benches or little carriages. Most of these old-style carousels are gone. Some were destroyed by fires and other disasters. Many were simply not taken care of. Some originals, however, are still standing and most likely are still making people happy. One of them is in San Diego, California. Another one is in Memphis, Tennessee.



Milo Mottola
with some of
the carousel's
kid artists and
their creations

The carousel that twirls in Seaport Village, San Diego, was built in 1895. The 41 hand-carved horses have natural horsehair tails. The 13 other animals include a giraffe, a dragon, a teddy bear, an elephant, a camel, a dog, and a lion. They were all made by hand, too. “This is one of the two best carousels in the entire nation,” says Brad Perron. He’s the owner of a company that fixes old carousels so they are like new again. “They don’t make them this way anymore,” says Perron. He’s talking about animals carved by hand from wood. Newer carousel animals are usually made out of material that is mostly plastic. Some people think the old carousels were better than newer ones.

Riders of the Grand Carousel in Memphis, Tennessee, can choose to ride one of the 48 wooden horses or two hand-carved chariots. Built in 1909, the carousel spun its magic in Chicago, Illinois, for about ten years. Now it is a famous attraction in Tennessee’s Libertyland Amusement Park. This carousel is one of a kind. It is so important that it is listed in the National Register of Historic Places.



These and other historic carousels are **powered** by a motor in the center of the ride. The motor is covered up by panels with pretty drawings and carvings on them. Older carousels even have mirrors and special music that blares from nearby speakers. Blinking, bright lights call riders to come take a spin.

Did You Know?

- * The earliest known carousel in the U.S. appeared in Salem, Massachusetts, in 1799.
- * Some historic carousel horses were made with brass rings so that people could try to grab on for a free ride.
- * Usually, the fanciest and most decorated horses on a carousel are the ones facing the outside.
- * Many original carousel horses built in the early 1900s had real horsehair.
- * What's the difference between a carousel and a merry-go-round? Traditionally, carousels had only horses, but merry-go-rounds included other animals.
- * Original wooden carousel horses today cost between \$200 and \$80,000 each.

Think and Compare



1. Brad Perron says that the carousel at Seaport Village in San Diego is “one of the two best carousels in the entire nation.” Is that a fact or an opinion? How do you know?
2. How were the creatures on the carousel at Riverbank State Park created?
3. If you could choose to ride a carousel or a faster, scarier ride at an amusement park, which would you choose? Why?
4. Compare the motion of the space capsule that Ham the chimpanzee rode with the motion of a carousel.



Test Strategy

On My Own

The answer is not in the selection. Form an opinion about what you read.

GETTING A FREE RIDE

Suppose you find a bright yellow bike on a street corner in the city. You hop on and pedal away. But wait— isn't this stealing? No one yells, "Stop! Thief!" That's because this free ride is just fine with the city.

You can find hundreds of free yellow bikes in some U.S. cities. The idea began in Portland, Oregon, in 1994. People saw a need for free transportation, and they wanted to help control pollution. So, to get citizens out of their cars and onto pollution-free bikes, they started the Yellow Bike Project.

The public bikes are painted bright yellow and placed throughout the city. People can hop on a yellow bike and pedal to work, to school, or to run errands. They then leave the bike for the next rider. There have been times when bikes have been stolen, but most people obey the rules. What would be the point of stealing something that's already free?

Portland's idea quickly caught on. Within two years of its start, similar programs were set up in cities in six other states.



Bikes are left for people to use.



Directions: Answer the questions.

1. Why was the Yellow Bike Project started?

- A** to teach people who don't have a bike how to ride
- B** to teach bike safety and rules in cities
- C** to help control pollution by reducing the use of cars
- D** to sell more bicycles in cities

2. Which of the following is a FACT about the Yellow Bike Project?

- A** The bikes cause pollution.
- B** The idea began in Portland, Oregon.
- C** People need low-cost transportation.
- D** Yellow bikes are sold to the public.

3. The photo caption helps explain that

- A** yellow bike programs are found in many places.
- B** the bikes are painted bright yellow.
- C** the idea of free bikes caught on quickly.
- D** the bikes are left for the next rider.

4. Why is stealing not a problem with the Yellow Bike Project?

5. Why should cities have programs to cut down on air pollution? Give your opinion and list several reasons why you feel this way.

Tip
Form an opinion.

Write to a Prompt

In “A Carousel of Dreams” you read about old and new carousels. Rides such as carousels are entertaining and exciting. Tell about the first time you went on a carousel or another ride. Write a story in three paragraphs describing your experience.



I listed all my ideas before I started writing.

Giddyap, Horsey!

I gave my blue ticket to the man and ran to the horse I had chosen. I climbed up and held the gold pole with both hands. Loud music started, and the carousel began to turn.

My beautiful horse galloped up and down. The purple-gray mane looked like it was waving in the air. My saddle was painted bright red, blue, and yellow. The horse was grayish with smoky black spots. It was the best horse on the carousel!

When the ride stopped, I looked at the other people. A little kid about 2 years old had started to cry. A grandma sat on a bench with a baby on her lap. The baby's eyes were really big! Some big kids looked disappointed that the ride was over. This was my first carousel ride. I rode that same horse three more times that day!

Writing Prompt

In “A Carousel of Dreams” you read that carousels used to be very popular rides. In three paragraphs, write about your favorite ride at an amusement park or a fair. Tell about a time you rode on it, what you liked about it, and why it is your favorite ride. Make sure your story has a beginning, a middle, and an ending.

Writer's Checklist

- ☒ Ask yourself, who will read my story?
- ☒ Think about your purpose for writing.
- ☒ Plan your writing before beginning.
- ☒ Use details to support your story.
- ☒ Be sure your story has a beginning, a middle, and an ending.
- ☒ Use your best spelling, grammar, and punctuation.

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Talk About It

A hero is any person who helps others. What qualities do all heroes have?



Find out more
about heroes at
www.macmillanmh.com

HEROES

To the Rescue

by Daniel Dahari

Vocabulary

screamed	shuddered
numb	image
escape	newspaper
fled	



Context Clues

Figurative Language

makes unexpected comparisons between people or things.

The van *shuddered* to a stop.

It was recess time. It was a perfect spring day, and Ms. Clark's class hurried outdoors.

Erica headed straight for the slide. There was nothing better than a climb and a slide. Especially on a day like this! She was just about to place her foot on the ladder when she stopped and **screamed** with fear. Everyone ran over to find out what had happened. Erica stood there, **numb**. She couldn't move an inch. Under the ladder's first rung was a turtle, a big turtle—and it was stuck!

"Stand clear," warned Ms. Clark. "It's trying to **escape**, but it can't get out. Poor thing."

Several boys and girls **fled** across the yard. That turtle looked mean.



“That’s a snapping turtle,” said Jeff. “Snappers have really strong jaws. That thing can really bite! I wonder how it got here.”

The turtle tried to dig with its feet but remained stuck.

“I’ll call the police,” said Ms. Clark. “They’ll send over Animal Control. They’ll know what to do.”

An Animal Control van pulled up and **shuddered** to a stop. The officer said, “That’s a snapping turtle, all right. It must have come up from the marsh. We’d better get him back where he belongs.”

She got a small shovel and carefully removed the sand beneath the turtle. Then the officer gently wrapped the turtle in a towel. She said, “You did the right thing by calling me. It’s very dangerous to try to free a trapped animal yourselves.”

Ms. Clark took a picture. “This **image** will go on the front page of the school **newspaper** next week,” she said. “It’s not every day that we get a snapshot of a snapping turtle!”



Reread for Comprehension



Make Inferences and Analyze

Make and Confirm Predictions

When you make predictions, you are making an inference about what you think might happen in the story based on the story clues.

A Predictions Chart can help you analyze clues to make good predictions. Reread the story to confirm what you predicted.

What I Predict	What Happens

Comprehension

Genre

Realistic Fiction is an invented story that could have happened in real life.



Make Inferences and Analyze

Make and Confirm Predictions

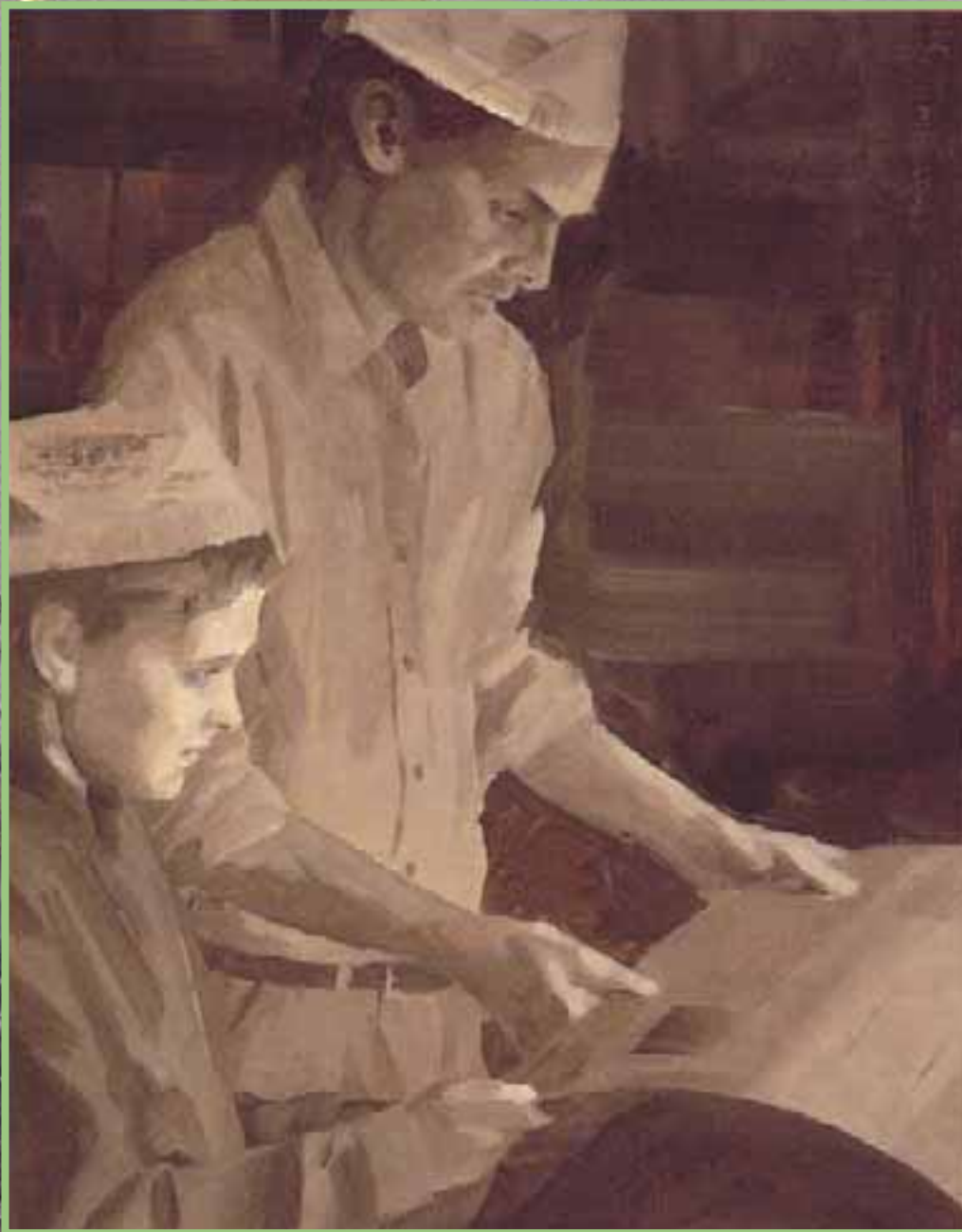
As you read, use your Predictions Chart.

What I Predict	What Happens

Read to Find Out

Will the printer become friends with everyone at the plant?

THE PRINTER



by Myron Uhlberg
illustrated by Henri Sørensen



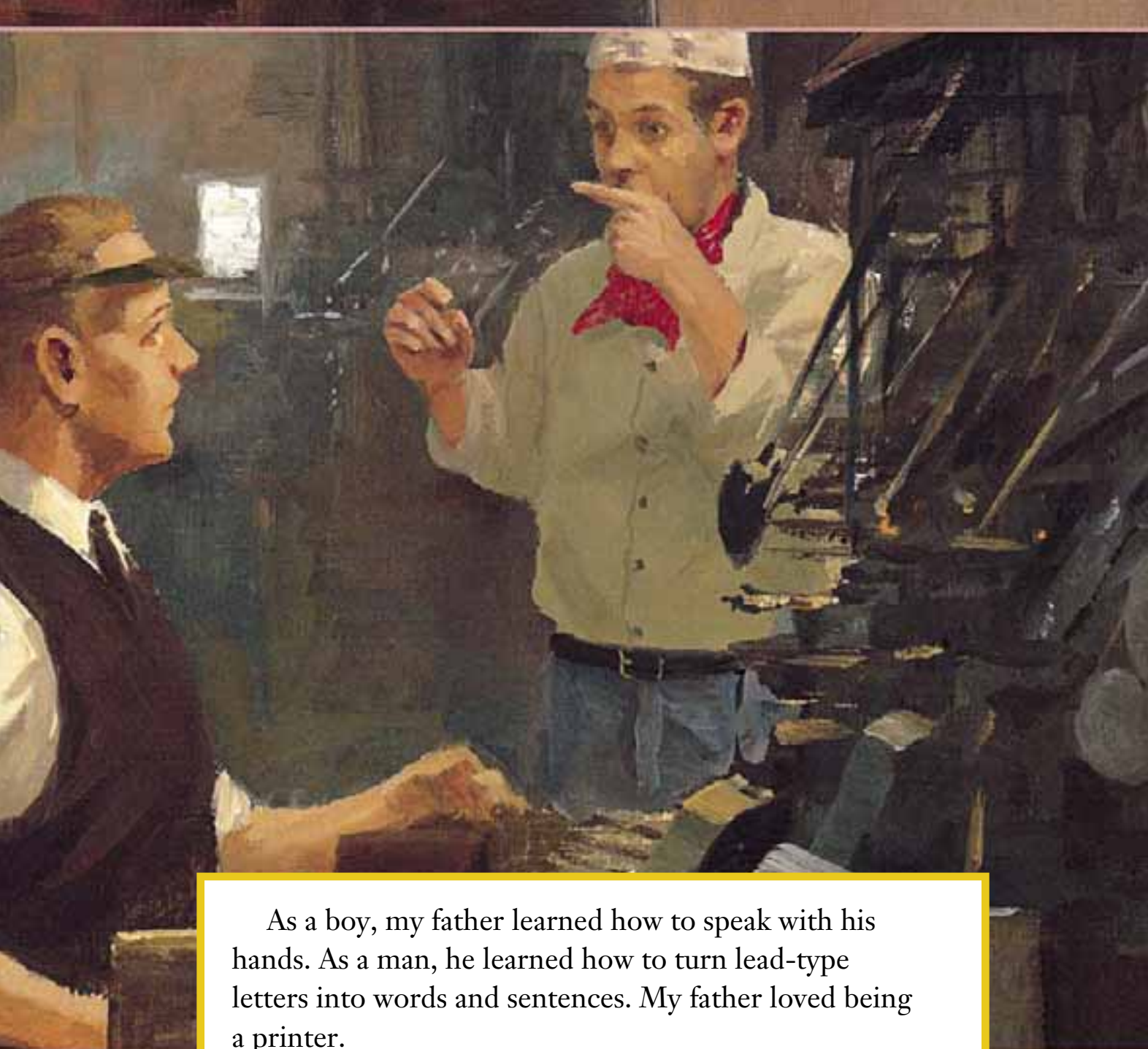


My father was a printer. He wore a printer's four-cornered **newspaper** hat. Every day after work, he brought home the next day's paper. After reading it, he always folded a page into a small hat and gently placed it on my head.

I would not take off my newspaper hat until bedtime.

My father was deaf. Though he could not hear, he felt through the soles of his shoes the pounding and rumbling of the giant printing presses that daily spat out the newspaper he helped create.





As a boy, my father learned how to speak with his hands. As a man, he learned how to turn lead-type letters into words and sentences. My father loved being a printer.

Sometimes my father felt sad about the way he was treated by his fellow workers who could hear. Because they couldn't talk to him with their hands, they seemed to ignore him. Years went by as my father and the hearing printers worked side by side. They never once exchanged a single thought.

But my father did not lack friends. There were other printers at the plant who were deaf. They had also learned to talk with their hands.



One day, while the giant presses ran, their noises shutting out all other sound, my father spotted a fire flickering in a far corner of the pressroom.

The fire was spreading quickly, silently. Suddenly, the wood floor burst into flames.

My father knew he had to tell everyone. He couldn't speak to shout a warning. Even if he could, no one would hear him over the loud roar of the presses.

But he could speak with his hands.

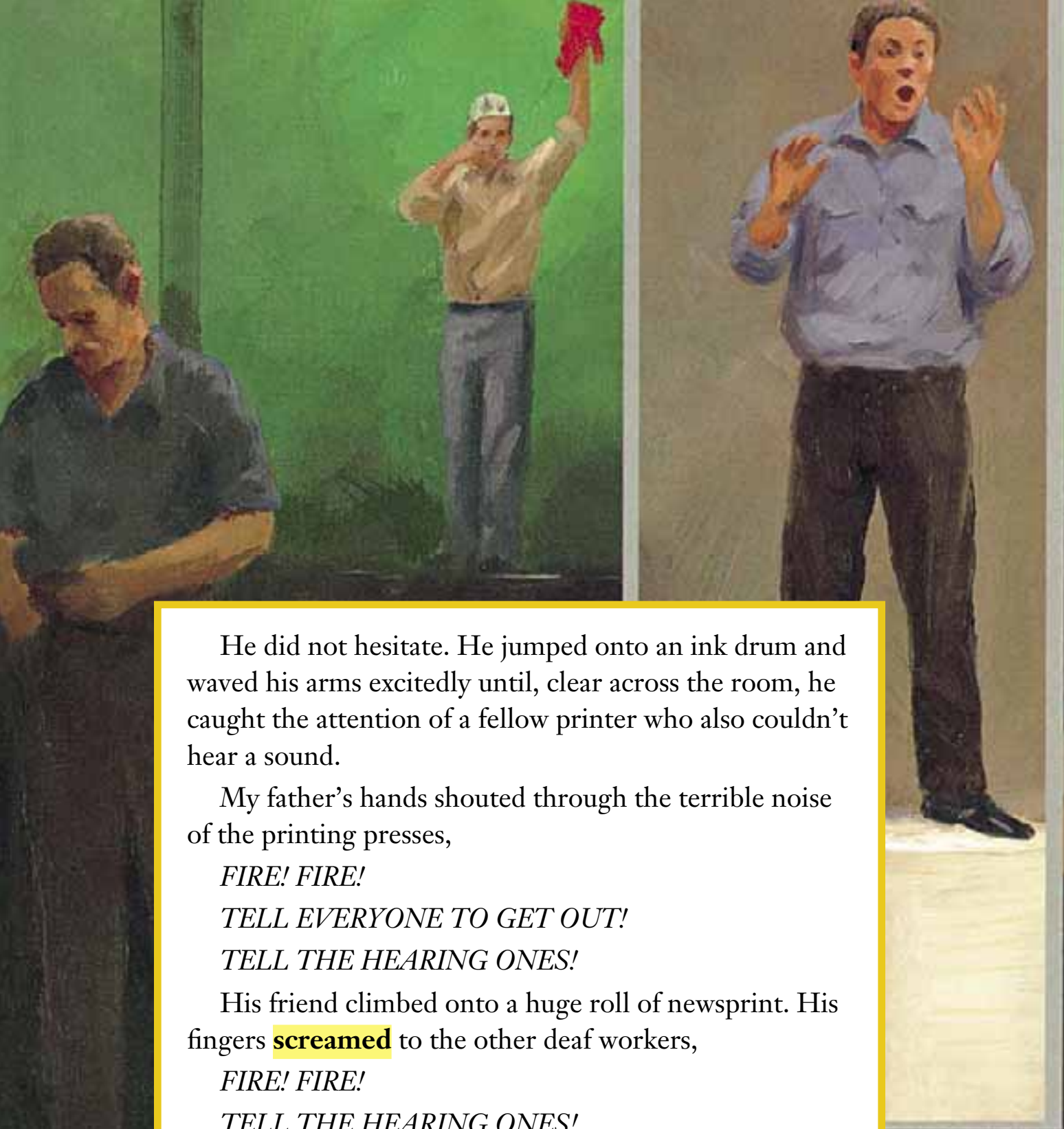


Make and Confirm Predictions

How will the printer tell people about the fire?







He did not hesitate. He jumped onto an ink drum and waved his arms excitedly until, clear across the room, he caught the attention of a fellow printer who also couldn't hear a sound.

My father's hands shouted through the terrible noise of the printing presses,

FIRE! FIRE!

TELL EVERYONE TO GET OUT!

TELL THE HEARING ONES!

His friend climbed onto a huge roll of newsprint. His fingers **screamed** to the other deaf workers,

FIRE! FIRE!

TELL THE HEARING ONES!

All the printers who couldn't hear ran to fellow workers who could. They pointed to the fire, which had now spread to the wall next to the only exit.

Not one of my father's friends left until everyone knew



of the danger. My father was the last to **escape**.

By the time everyone had **fled**, the fire—feeding on huge quantities of paper—had engulfed the enormous plant. The giant presses, some still spewing out burning sheets of newspaper, had fallen partly through the floor. Great shafts of flame shot out of the bursting windows.

The printers stood in the street, broken glass at their feet. They embraced one another as the fire engines







arrived. They were happy to be alive.

My father stood alone, struck **numb** by the last **image** of the burning presses.

The fire destroyed the printing presses. The plant had to close for repairs. But not one printer had been hurt.

When the printing plant finally reopened, my father went back to the work he loved. The new presses were



Make and Confirm Predictions

How will the hearing printers treat the narrator's father now that the plant has reopened?



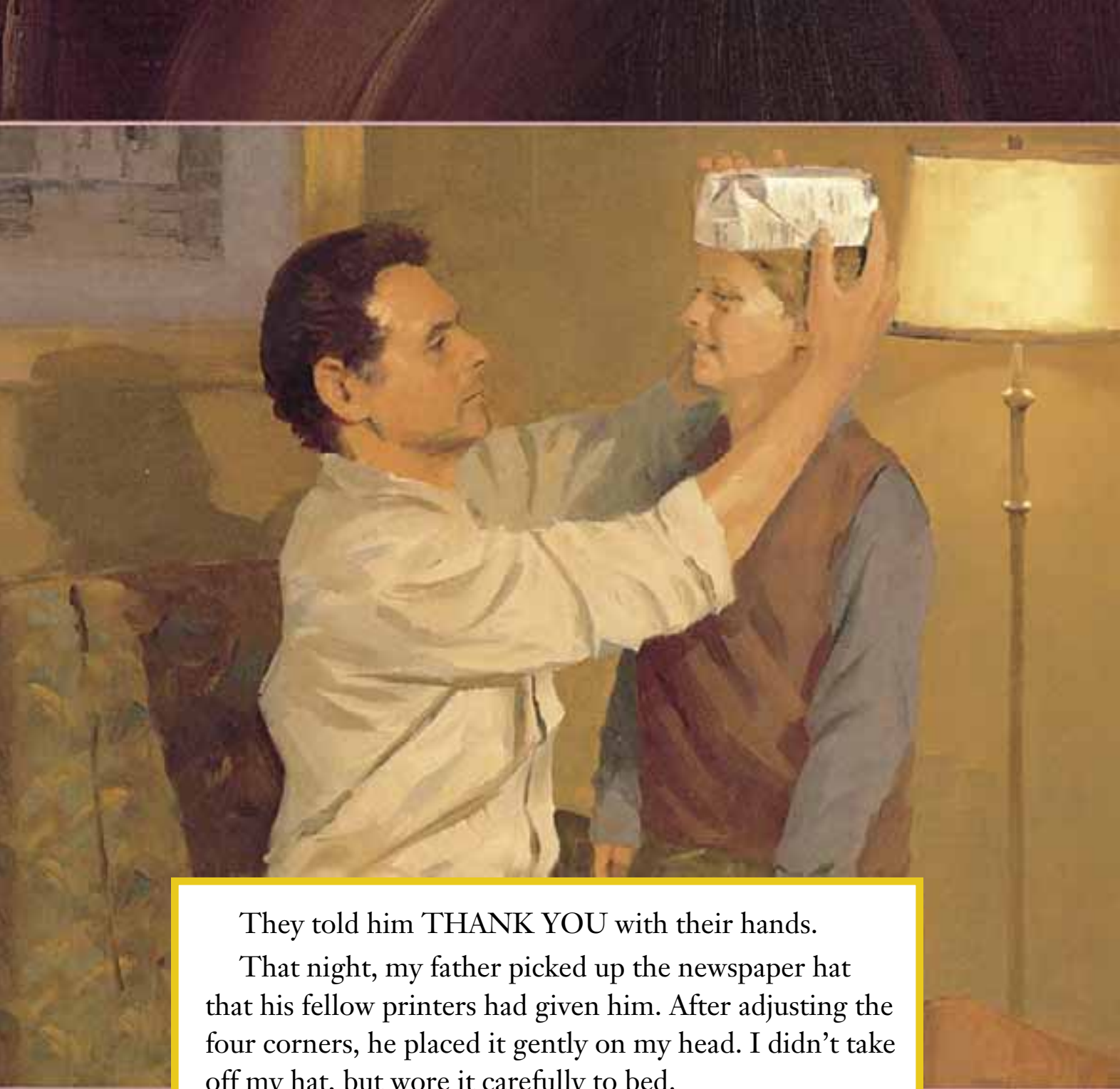
switched on and roared into life.

When the day's newspaper had been printed, the presses **shuddered** to a stop. Now there was silence.

In the midst of the stillness, my father's co-workers gathered around him. They presented him with a hat made of the freshly printed newspaper.

And as my father put the hat on his head, all the printers who could hear did something surprising.





They told him THANK YOU with their hands.

That night, my father picked up the newspaper hat that his fellow printers had given him. After adjusting the four corners, he placed it gently on my head. I didn't take off my hat, but wore it carefully to bed.

I imagined I was standing next to my father on a vast printing press floor, turning lead-type letters into words and sentences. We were wearing four-cornered newspaper hats.



SAVE THE DAY WITH MYRON AND HENRI



Author

Myron Uhlberg used memories of his father to write his story. Myron's father was born deaf. He worked as a newspaper printer just like the father in the story. When Myron was young, he would visit his father at work. Even today, Myron still remembers how noisy the pressroom was. He also remembers the hats his father made out of newspaper for him.

Other books by Myron Uhlberg:
Flying Over Brooklyn and *Mad Dog McGraw*



Illustrator

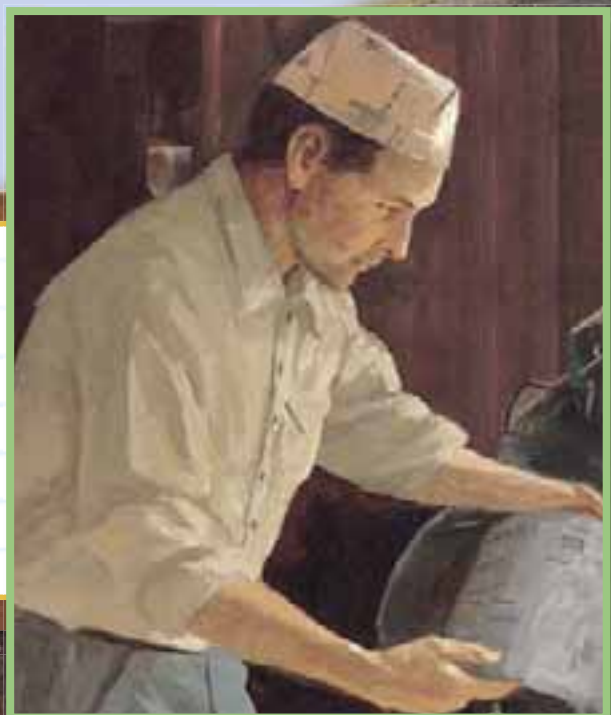
Henri Sørensen grew up in Denmark and spent much of his childhood in a quiet museum. Every week he visited the museum to look at paintings. When Henri illustrates a story, he thinks about how the words make him feel. Then he tries to show the feeling in his pictures.



Find out more about Myron Uhlberg and Henri Sørensen at
www.macmillanmh.com

Author's Purpose

Did Myron Uhlberg write to persuade or entertain readers? Explain. Use details from *The Printer* to support your answer.





Comprehension Check



Summarize

Use the Predictions Chart to help you summarize what happens in *The Printer*. Tell what you thought would happen and what really happened at the end of the story.

What I Predict	What Happens



Think and Compare

1. When the deaf printer noticed the fire in the **newspaper** plant, what did you predict would happen next? Were you right? Explain. **Make Inferences and Analyze: Make and Confirm Predictions**
2. Reread page 248. What is the importance of the hearing printers learning how to say “thank you” in sign language? **Evaluate**
3. If you did not know sign language, how would you tell a friend who is deaf something important? **Explain. Synthesize**
4. Before the fire, the hearing printers seemed to ignore the deaf printer. Why? **Analyze**
5. Read “To the Rescue” on pages 232-233. How are the warning and rescue in this story different from the warning and rescue in *The Printer*? Use details from both selections in your answer. **Reading/Writing Across Texts**

Social Studies

Genre

Nonfiction Articles give information about real people, places, or things.



Text Feature

A **Map** is a drawing that shows the surface features of an area.

Content Vocabulary

remote

smokejumpers

physical

retreat



Smokejumpers

by Roland Hosein

Some wildfires start in places so **remote** that there are no roads or open spaces for a helicopter to land. When this happens, it is time to call in the **smokejumpers**. They are firefighters trained to parachute close to remote wildfires and put them out.

Smokejumpers need to move fast. They need to get to fires while they are still small.



There are nine smokejumper bases in the United States. One of these is in California. During the summer, the danger of fire in California can be very high. The map below shows the fire danger in different parts of the state. Let's take a look at what it's like to be a smokejumper in California.

Smokejumper Training

It takes six and a half weeks of training to become a California smokejumper. Only those with experience fighting fires in the wild are chosen for this training.



California Fire Danger



Reading a Map

This map uses different colors to show the fire danger levels in different parts of the state.

MAP KEY

	Moderate
	High
	Very High
	Water

The map key shows what the colors mean.



The compass shows the directions.



It takes a great deal of **physical**, or body, strength to be a smokejumper. Much time is spent stretching, running, and carrying heavy gear. All smokejumpers must be able to parachute from a plane, steer around trees, and climb at least 150 feet up a tree with all their equipment.

The Fire Call

As soon as a request for help comes in, the smokejumpers move quickly. They put on padded jump jackets and pants. They also wear a helmet with a wire-mesh face mask. Each jumper carries a small gear bag. It contains water, fire shelter, a hard hat, and gloves. They need to be on the plane within 10 minutes.

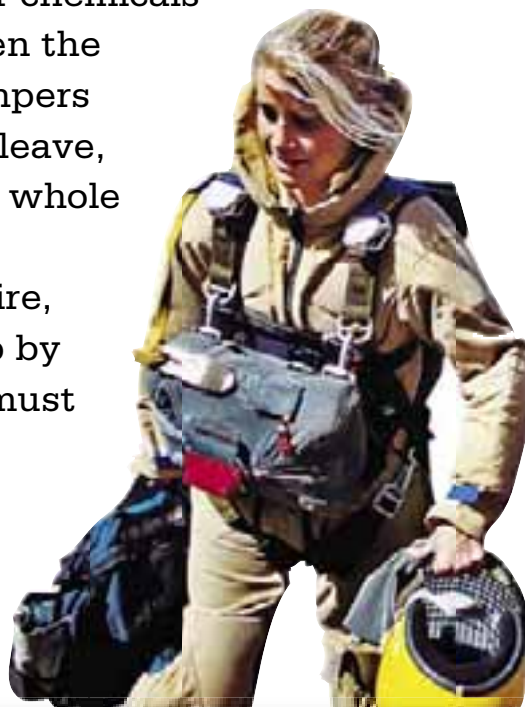
After the jumpers have landed, firefighting gear is dropped from the plane. The crew leader decides on a safe spot where the smokejumpers can **retreat**, or move back to, if the fire comes too close. Once this spot is chosen, it's time to fight the fire!



First, the smokejumpers clear around the edge of the fire to keep it from spreading. Then they might radio for water or chemicals to be dropped onto the blaze. When the fire is under control, the smokejumpers put it out with water. Before they leave, smokejumpers make sure that the whole area is completely cool.

After they finish putting out a fire, smokejumpers are often picked up by a helicopter, but sometimes they must hike out to the nearest road while carrying all their tools and gear!

Once they return to their base, they rest ... until the next fire call comes in.



Connect and Compare



1. Look at the map on page 255. What is the fire danger level for most of California? How can you tell? **Reading a Map**
2. What are some personality traits that smokejumpers are likely to have? **Analyze**
3. How is the boy's father in *The Printer* like the smokejumpers you just read about? How is he different? **Reading/Writing Across Texts**

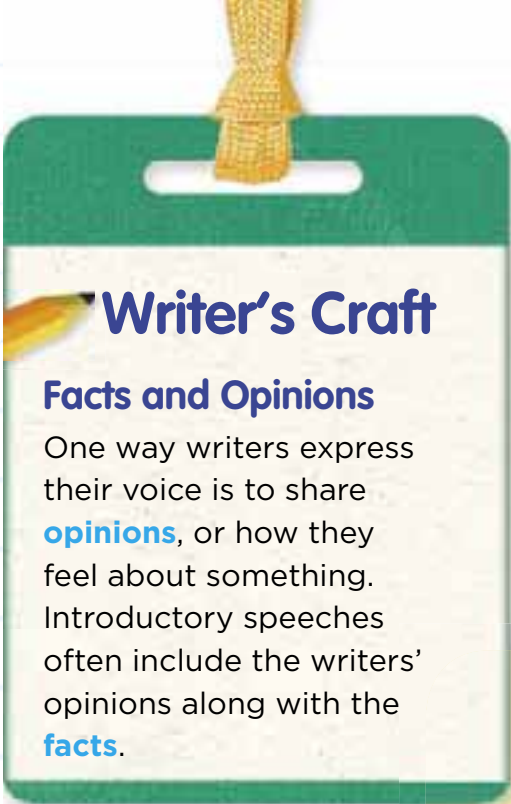


Social Studies Activity

Use the library to do research on firefighters. Find out what kind of special clothing and equipment they use. Draw a firefighter wearing the equipment. Label and explain what each piece is for.



Find out more about firefighters at www.macmillanmh.com



Writer's Craft

Facts and Opinions

One way writers express their voice is to share **opinions**, or how they feel about something. Introductory speeches often include the writers' opinions along with the **facts**.

I included personal opinions to tell how I feel about the best teacher in school.

I included facts about Mrs. Adorno's extra efforts.

Write an Introductory Speech

Meet Mrs. Adorno

by Edward M.

Today we are giving the award for favorite teacher to Mrs. Adorno.

She is the nicest, funniest teacher I have ever had. A lot of you must think so too, because you voted for her. Mrs. Adorno is the only person who can make science seem like fun. After school she meets with students who need extra help. Mrs. Adorno always makes us laugh, and she is our softball team's biggest fan. In addition, she designed our new softball uniforms. Now say hello to our favorite teacher, Mrs. Adorno!





Your Turn

Pretend that someone is getting an award and you have to give a speech to introduce that person. It might be a famous person or someone you know. Write your speech in one paragraph. Be sure to describe this person and include both facts and opinions. Use the Writer's Checklist to check your writing.

Writer's Checklist

- ☒ **Ideas and Content:** Have I clearly explained why this person is receiving an award?
- ☒ **Organization:** Did I include a topic sentence?
- ☐ **Voice:** Do my **opinions** show enthusiasm?
- ☒ **Word Choice:** Did I choose words that describe the person and show how I feel?
- ☒ **Sentence Fluency:** Does my speech flow smoothly when I read it out loud?
- ☒ **Conventions:** Did I make sure that pronouns and verbs agree? Did I check my spelling?



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Talk About It

How are animals' homes similar to people's homes?



Find out more about
animal homes at
www.macmillanmh.com

ANIMAL ARCHITECTS

Vocabulary

hives **retreats**
architects **shallow**
structures **shelter**
contain



Analogies

An **analogy** shows how two pairs of words are alike. The analogy below compares the homes of two animals.

bee is to hive as spider is to web

Web Spinners



by Steven Kutner

Just as bees build **hives** to live in, spiders spin webs. Spiders are talented **architects**. They design and build **structures** to live in that are works of art. These structures are also traps for other insects.

Spinning Silk

Spider webs are made from silk. Spiders make silk in their bellies. Their silk-making gland has many tiny holes. The silk goes through the holes to get outside the spider's body. When it meets the air, the silk forms a thread. The thread is very thin but very strong.

Spiders can make different kinds of silk. Some **contain** a material that makes the silk sticky. Other silks do not have this material.

A spider spins a thread behind itself everywhere it goes. This thread is called a dragline. If an enemy comes near, the spider **retreats** on its dragline. Being able to go backwards on its own line is like having a self-made escape route!





Tangled Webs

Different spiders build different kinds of webs. The simplest web is called a tangled web. It is just a mess of threads that are attached to something. A cobweb is a dusty, old, tangled web.

Cellar Spiders

Some spiders are called cellar spiders. This is because they usually build tangled webs in cellars or other dark places.

Orb Weavers

The most common webs are shaped like wheels. They are built by orb weavers. You can find these webs in open areas, such as the spaces between branches.

Water Spiders

The water spider builds its web in tiny ponds and other places with **shallow** water. The web looks like a small air-filled balloon. The water spider feeds and raises its family inside this cozy **shelter**.



Reread for Comprehension



Summarize

Description

In an article an author will describe each part of a topic to organize information. Use the description of each part of the topic to summarize what you have read.

A Description Web helps you remember details so that you can summarize the topic. Reread "Web Spinners" and record the details of one description.

Comprehension

Genre

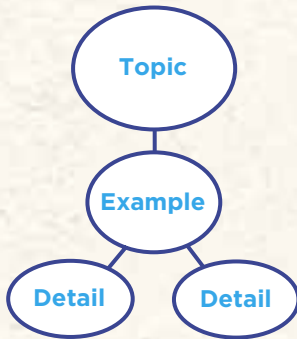
Informational Nonfiction

is a detailed explanation of real things using facts.



Summarize Description

As you read, use your Description Web.

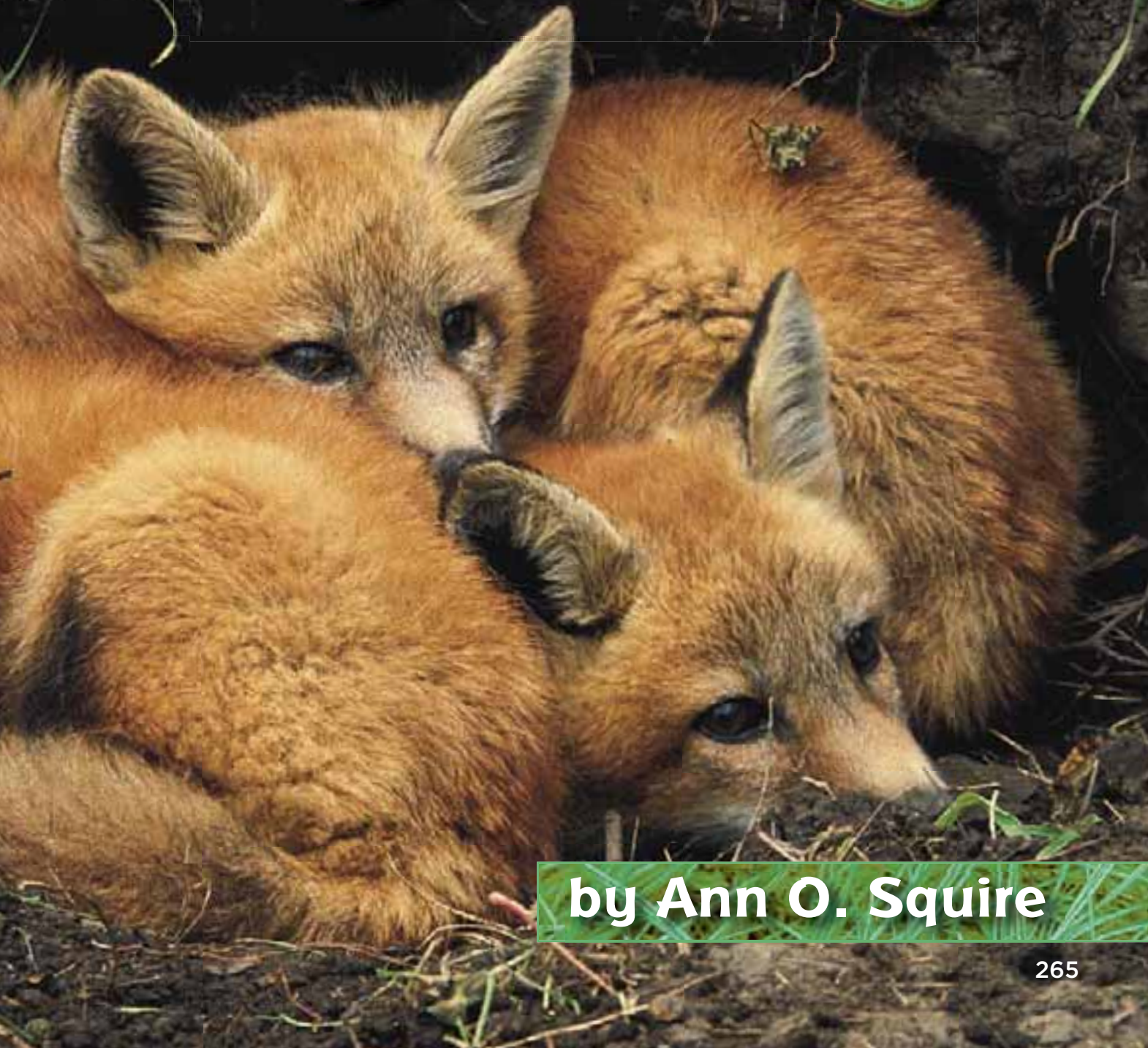


Read to Find Out

How are some animal homes similar to your home?



Animal Homes



by Ann O. Squire

Why Do Animals Need Homes?

Animals need homes for many of the same reasons that people do. What are some of those reasons? Start by thinking about your own home, and the kinds of things you do there.



Some kinds of penguins build nests to protect their chicks.

Eating is one very important thing you do every day. Your house has a kitchen where you store and prepare food. Some animals also keep food in their homes. Honeybees, for example, live in **hives** made up of waxy honeycombs. Each honeycomb has many six-sided cubbies, or cells, where the bees store their honey.

The cells of the honeycomb are also used as nurseries for young bees. And that may remind you of another reason people and animals need homes. They need a safe place to raise their young. Birds' nests, alligator mounds, and the dens of polar bears are other kinds of homes made for raising a family.



Description

What are two ways honeybees use their hives?



▲ Other cells are used as nurseries for bee larvae.

Bees store honey in some of the cells of their hive. ►



A desert tortoise in its burrow

Doesn't it feel good to come indoors on a cold winter day or turn up the air conditioner on a hot and humid summer night? That's another reason we need a home—to protect us from bad weather.

The desert tortoise lives in dry parts of the southwestern United States, where summer temperatures often go above 100 degrees Fahrenheit (38 degrees Celsius). To escape the heat, the tortoise digs a **shallow** burrow, or hole, where it can rest during the hottest part of the day.

In the winter, when temperatures fall below freezing, the tortoise digs a much deeper burrow. Then it climbs in and spends the winter there, hibernating with other tortoises.

Underground burrows also give animals a place to hide from their enemies. Prairie dogs, for example, dig long, winding burrows with many different rooms and tunnels.

Many people's homes have a front door, a back door and maybe even a side door. A prairie-dog burrow has several openings, too. If a hungry predator invades the burrow through the main entrance, the prairie dogs can escape out the back way.



Description

How would you describe a burrow?



A prairie dog standing near its burrow entrance



A coyote trying to invade a prairie-dog burrow

Some animals build homes for more tricky reasons. Many spiders spin webs mainly to trap unlucky insects.

Now that you know some of the reasons animals need homes, let's find out about some unusual animal homes.





A weaverbird
building its nest

Building a Home

Many animals build their own homes. These animal **architects** can be birds, mammals, insects, and even fish.

The African weaverbird's name is a clue to the way this bird builds its nest. The male weaverbird gathers long blades of grass, which he knots and weaves into a sturdy ring. Then he adds grass to the ring, making a hollow ball. To keep out tree snakes, the ball is open only at the bottom. When the nest is finished, the weaverbird calls to attract nearby females. If a female likes the nest, she moves in, and the two raise a family.

◀ A spider trapping prey in its web



Termite towers have many rooms.

Some insects build homes, too. One of the largest and most complicated **structures** in the animal world is created by tiny African termites.

A termite tower may be as tall as a giraffe and **contain** millions of termites. The walls of the tower are made of a rock-hard mixture of dirt and saliva. They contain air shafts that keep the inside of the tower cool, even in the blazing sun.

The tower has many special rooms. It has a royal chamber, where the termite king and queen live, nurseries for the young, rooms for storing food, and even an underground garden. Most termites live for only a few years, but a termite tower may last for close to a century.



A termite tower in Ghana, Africa

Beavers use sticks and mud to build a dam. Then they build their lodge in the middle of the pond formed by the dam.



Have you ever heard people say someone is as “busy as a beaver”? You’d know what they mean if you saw how much work goes into building a beaver lodge.

First, the beavers use sticks and mud to make a dam across a stream. Then water backs up behind the dam to form a pond. In the center of the pond, the beavers build their lodge. It looks like nothing more than a pile of sticks, but the lodge has a room inside that is reached by underwater tunnels. The beavers can come and go easily, but it’s almost impossible for wolves and other predators to find a way in.



The hermit crab makes its home in an empty seashell.

Finding a Home

Bees, weaverbirds, termites, and beavers all work long and hard to build their homes. But some animals take the easy way out. They look around for ready-made lodgings.

Unlike most other crabs, the hermit crab does not have a hard shell to protect it. It needs a safe place to live, so the hermit crab searches for an empty snail shell. When it finds a shell that fits, the hermit crab squeezes inside. It stays there until it grows too big for that shell. Then it must look for a larger shell.

The pea crab doesn't even wait until a shell is empty. This tiny crab moves in with the original owner! It squeezes into the shell of a mussel, clam, or oyster while that animal is still alive. The shellfish isn't even bothered by the pea crab sharing its home. As the shellfish filters food through its gills, the pea crab catches tiny bits of food as they float past.

A pea crab





A white cowbird egg in a nest containing blue wood thrush eggs



A cowbird chick being raised by a yellow warbler

The cowbird is even more daring. Instead of building its own nest, the female cowbird searches the forest for other nesting birds. When she sees a likely couple, she settles down to wait.

As soon as the unsuspecting birds leave their nest, the cowbird darts in and throws out one of their eggs. Then she quickly lays one of her own. The nesting birds never know the difference! They raise the cowbird chick as if it were one of their own.

Burrowing owls ►

Birds don't usually live underground, but one that does is the burrowing owl. These long-legged owls sometimes move into abandoned prairie-dog burrows. The birds come out in the cool of the evening to hunt small rodents, frogs, and insects.



Mobile Homes



A turtle can protect itself by retreating into its shell.

Most people and most animals live in homes that stay in one place. But if you've ever traveled in a camper, trailer or boat, you know that some kinds of homes can move around with you. Did you know that some animals also live in "mobile homes"?

Tortoises and turtles move slowly. You might think they would be easy prey for any animal that wanted to eat them. But tortoises and turtles can escape into the safety of their homes in a flash, simply by pulling their head and feet inside their hard shell.

**Turtles sunning themselves
on a log**



The snail is another animal that carries its house on its back. Snails need damp conditions in order to survive. In cold or dry weather, the snail **retreats** into its spiral shell to avoid drying out.



Like turtles, snails can retreat into their shells.

A kind of caterpillar called the bagworm makes its home out of twigs woven together with silk. The bagworm lives inside this silken case and drags its **shelter** along as it moves from branch to branch feeding on leaves.

A bagworm hanging from a spruce tree



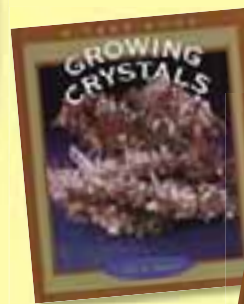
At Home with Ann



AUTHOR **Ann O. Squire**

is an expert on how animals behave. Before Ann began to write books for children, she studied many different kinds of animals. She has studied everything from rats to the African electric fish.

Other books by Ann O. Squire: *Growing Crystals* and *Seashells*



Find out more about
Ann O. Squire at
www.macmillanmh.com

Author's Purpose

Nonfiction authors often write to inform or persuade. Why did Ann O. Squire write *Animal Homes*? What are some details that help you understand her purpose?

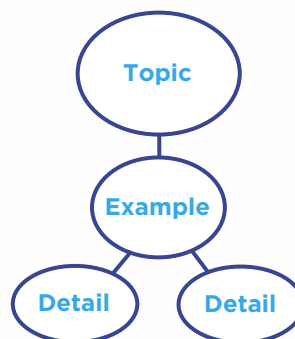


Comprehension Check



Summarize

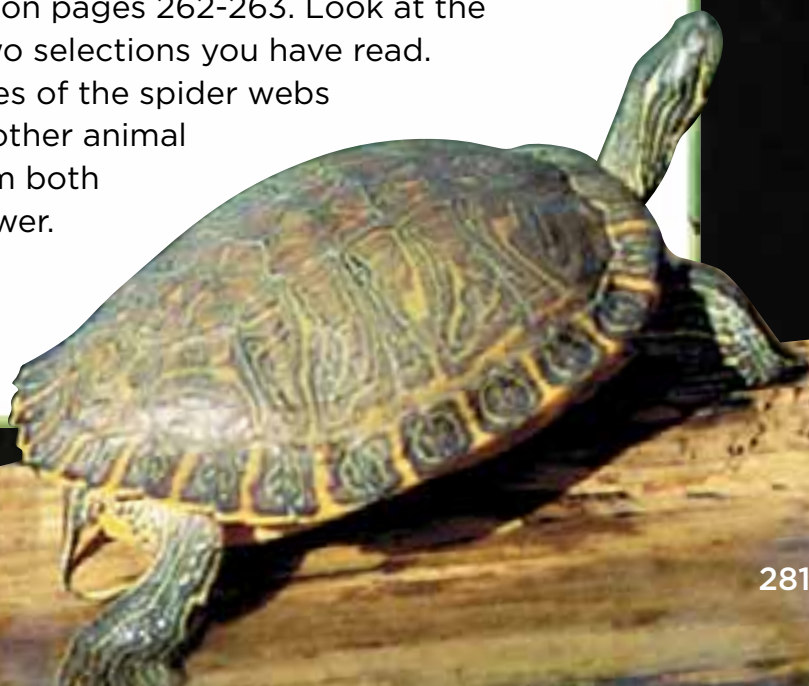
Use the Description Web to help you summarize facts about *Animal Homes*. Create a topic sentence about animal homes, and then describe important information about different kinds of animal homes.



Think and Compare

1. Choose an animal that carries its **shelter** around. Using details from the text and your Description Web, describe that animal and its home. **Summarize: Description**
2. Reread pages 278-279 of *Animal Homes*. What do you think is the most useful thing about having a mobile home? **Analyze**
3. Which animal home in this story would you choose to see in person? Explain your answer. **Synthesize**
4. Is it important for people to learn about animal homes? Why or why not? **Evaluate**
5. Read "Web Spinners" on pages 262-263. Look at the photographs in the two selections you have read. Compare the structures of the spider webs to the structure of another animal home. Use details from both selections in your answer.

**Reading/Writing
Across Texts**



Home Sweet Home

Poetry

A **Limerick** is a short funny poem. It has five lines. Usually the last words in the first, second, and fifth lines rhyme. The third and fourth lines usually rhyme with each other.

Literary Elements

A **Simile** compares two different things by using the words *like* or *as*.

A **Rhythmic Pattern** is a series of stressed and unstressed syllables that create a beat.

A flea on a pooch doesn't care
Which part it is crossing to where.
Like mud to a frog
Any part of a dog
Suits a flea, and it's glad to be there.

— *John Ciardi*

The rhythmic pattern
of these two lines creates
the beat: da DAH da da DAH
da da DAH.



Limerick

Think of darkness. Then think of the mole
In his tunnel: black, black as coal.
But the traffic is light,
And the weather's all right,
And the tunnel is free—there's no toll.

— *David McCord*

This simile compares two unlike things; the darkness of the tunnel and coal.



Connect and Compare



1. In the second limerick, what picture comes to mind when you read the simile “black as coal”? **Simile**
2. Reread the first two lines of “Home Sweet Home.” Do these two lines have the same rhythmic pattern? **Evaluate**
3. Do the mole and the flea both like their homes? Explain your answer. **Reading/Writing Across Texts**



Find out more about limericks at
www.macmillanmh.com

Writer's Craft

Figurative Language

Poetry paints pictures with words. Use **figurative language**, such as similes, in poems. Similes compare two things that are not alike. Similes use *like* or *as*.

I wrote a simile to compare lizards to rabbits.

I used descriptive words to describe how a turtle moves.

Write a Descriptive Poem

Turtles Don't Hurry

by Sam C.

Turtles are reptiles,
As everyone knows.
They're cold-blooded,
And they have feet and tiny toes.
While lizards are quick,
Like rabbits with scales,
Turtles don't hurry.
They move slow like snails.
They'll never leap up,
Or jump out or attack.
You'd move slowly, too,
With a house on your back!



Your Turn

Write a descriptive poem that is about six to ten lines long. Your poem could be about any animal that makes its own home. Use figurative language that creates a “picture” for the reader. Use the Writer’s Checklist to check your writing.



Writer's Checklist

- ☐ **Ideas and Content:** Did I use **figurative language** that paints a picture?
- ☒ **Organization:** Is my writing structured like a poem rather than a paragraph?
- ☒ **Voice:** Does my personality come through?
- ☒ **Word Choice:** Will the precise words of my poem interest my reader?
- ☒ **Sentence Fluency:** Does my poem make sense?
- ☒ **Conventions:** Did I use pronoun contractions such as *I've* and *he's* correctly? Did I check my spelling?

Answer Questions



Test Strategy

Think and Search

Read on to find the answer.
Look for clues in more than
one place.

Twister

*Swirling, whirling,
and spinning
like a top.*

Roaring
like a
train.

When
will it

S
T
O
P
?

—Maryann Dobeck

TORNADOES:

NATURE'S TOUGHEST STORMS

What Is a Tornado?

A tornado is a funnel of wind spinning very fast. Its wind can blow as fast as 300 miles per hour, which is almost six times the speed limit on a highway! Tornadoes can be caused by powerful thunderstorms called *supercells*. Cold, dry air mixing with warm, moist air makes a supercell. When the warm air in the supercell rises very quickly, it starts to spin into a tornado.



Tornadoes come in different shapes and sizes.

When a tornado reaches the ground, it begins to travel. The path of a tornado can be straight, zigzag, or circular. The damage along this path can be as wide as one or two miles and as long as 50 miles. Tornadoes typically touch down for only two or three minutes.

At first, a tornado's long cone shape is almost invisible. As it picks up dirt and other materials, the tornado becomes easier to see. A tornado can even pick up cars, trees, and parts of buildings.

Answer Questions

The Dangers of Tornadoes

Tornadoes can be very dangerous. The Fujita Pearson Tornado Scale rates the power of tornadoes. Here's how it rates them:

- F-0:** Wind speed of 40–72 miles per hour. It can break tree branches and damage chimneys.
- F-1:** Wind speed of 73–112 miles per hour. It can damage roofs and overturn mobile homes.
- F-2:** Wind speed of 113–157 miles per hour. It can pick up trees and damage houses.
- F-3:** Wind speed of 158–205 miles per hour. It can destroy house roofs and walls, move cars, and overturn trains.
- F-4:** Wind speed of 207–260 miles per hour. It can knock down even strong walls in big buildings.
- F-5:** Wind speed of 261–318 miles per hour. It can lift up and carry houses. It can knock down anything in its path.

Staying Safe in a Tornado

Tornadoes are hard to predict. The sky might appear slightly greenish just before a tornado. Loud winds that sound like a train or an airplane might mean a tornado is very close.

The best place to take cover from a tornado is in a place without windows, such as a cellar, bathroom, hallway, or closet. People in cars should stop driving and get into a building as soon as possible.



Powerful tornadoes can turn sturdy homes to pieces.

Tip

Look for information.

Directions: Answer the questions.

- 1. According to the poem and the article, why is a tornado called a twister?**
 - A** It twists things in its path.
 - B** The wind spins around.
 - C** It is like a puzzle.
 - D** It is unpredictable.

- 2. What is the relationship between wind speed and a tornado's power?**
 - A** Wind speed doesn't matter.
 - B** The slowest wind speed does the most damage.
 - C** The greatest wind speed does the most damage.
 - D** The greatest wind speed does the least damage.

- 3. What do you think is the BEST thing to do if a tornado is nearby?**
 - A** Get in a car and drive away from the tornado.
 - B** Go to the top floor of the building.
 - C** Go to a room that has no windows.
 - D** Decide which path the tornado is taking.

- 4. What causes a tornado to form?**

- 5. The thunder is loud, and the sky looks green. What should you do? Use details from the selection in your answer.**

Writing Prompt

Some people get close enough to tornadoes to take photos and videos. Do you think this is a good idea? Write a two-paragraph speech explaining your point of view.



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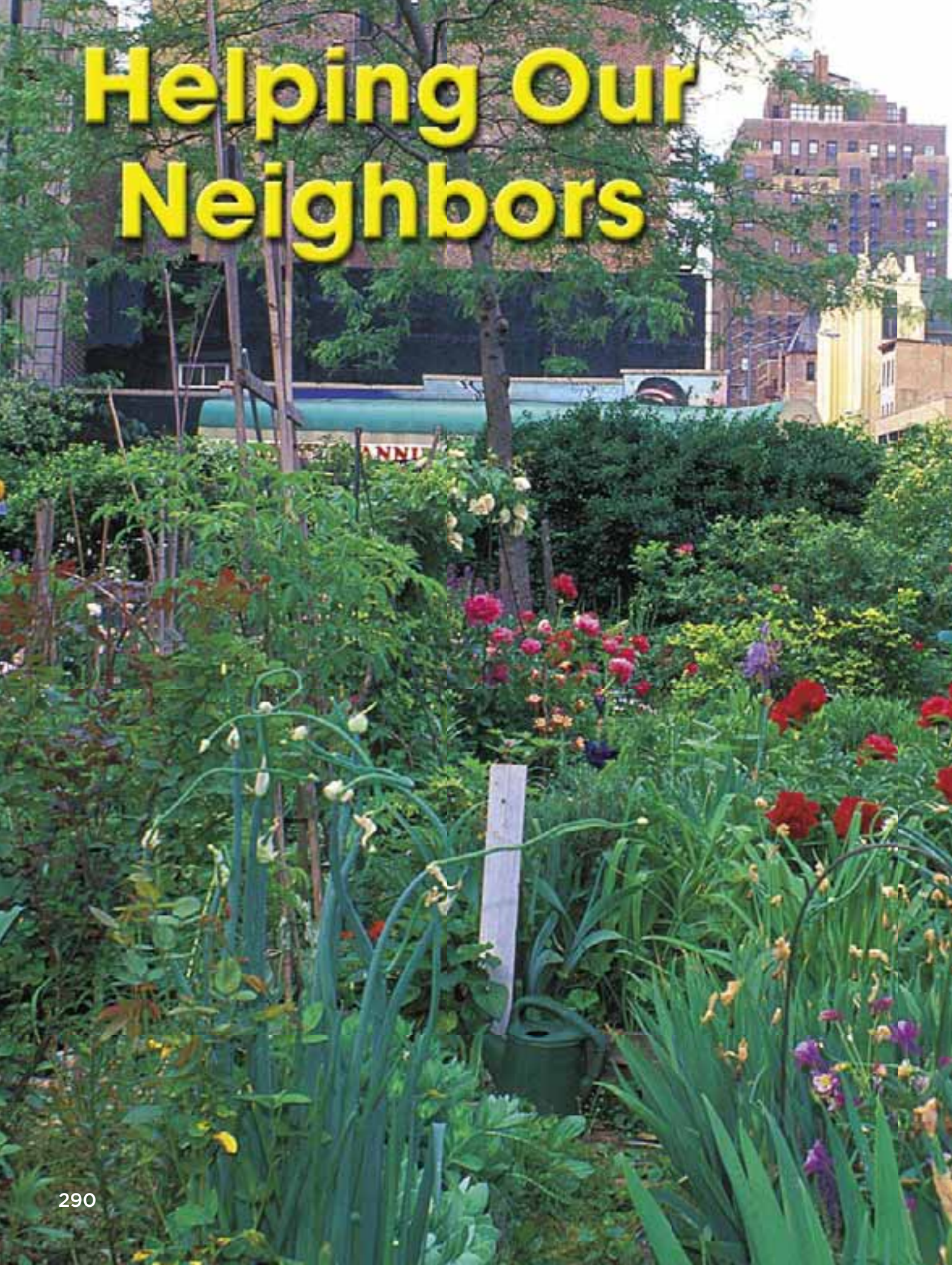
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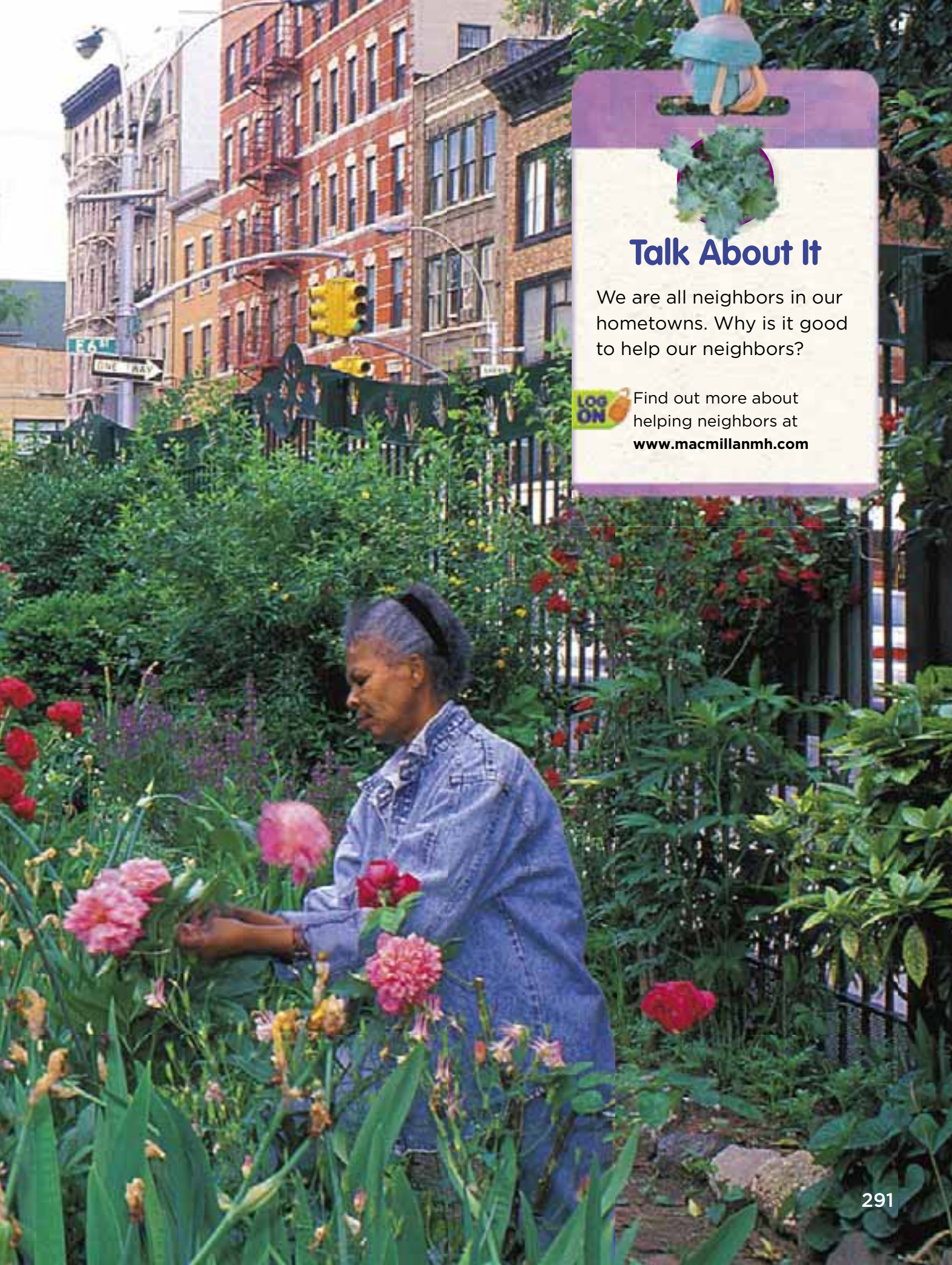
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Helping Our Neighbors



A woman with short grey hair, wearing a blue denim jacket, is tending to pink and red flowers in a lush rooftop garden. In the background, a city street with brick buildings and a traffic light is visible. A purple clipboard with a green plant icon is positioned in the upper right corner.

Talk About It

We are all neighbors in our hometowns. Why is it good to help our neighbors?



Find out more about helping neighbors at www.macmillanmh.com



Vocabulary

downtown construction
appliances equipment
owners leaky



Context Clues

Paragraph Clues can help you figure out the meaning of a word you don't know.

Use clues in the third paragraph to find out what the word *appliances* means.



What Should I Be?

by Carol R.

When I walk around my neighborhood, I see people working to protect and help me and my family. Firefighters, letter carriers, and police officers are community workers. They make my neighborhood a better place to live. When I am older, I would like to be a community worker, but which job should I choose?

Letter Carriers

Letter carriers deliver our mail and drop off packages and magazines. They work in every town and city in the United States.

The letter carrier in my neighborhood is Mr. Vasquez. He works **downtown**, walking from block to block to deliver mail to each address along the route. He doesn't carry big boxes, like the ones that hold stoves and washing machines. Trucks deliver **appliances** like those! Maybe I will be a letter carrier.



Police Officers

Police officers, like Officer Morena, keep us safe. Home and business **owners** depend on the police to guard our families, our property, and our streets.

Police may also work at sites where the **construction** of new buildings takes place. They direct traffic to keep the workers and drivers safe. Officer Morena can find lost people and help if there is an accident. She has special **equipment**, such as a two-way radio, so she can talk to other officers. Being a police officer might be a good job.



Firefighters

Firefighters are brave, like Chief Cole. They risk their lives to save people caught in fires. They also check smoke alarms in schools, as well as fire hydrants along the road to make sure they are tightly sealed.

Leaky hydrants may not have enough water when the time comes to fight a fire.

Chief Cole is a good firefighter. Maybe I will be one too, someday.



Reread for Comprehension

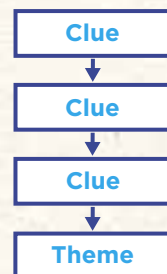


Analyze Story Structure

Theme

When you analyze story structure, you think about how the story is organized. Every story is structured around a theme. The theme of a selection is the message the author wants to get across to the reader.

A Theme Map helps you identify clues to the story's theme using the characters, setting, and plot. Reread the selection to find the theme.



Comprehension

Genre

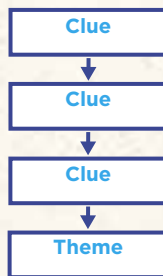
Realistic Fiction is an invented story that could have happened in real life.



Analyze Story Structure

Theme

As you read, use your Theme Map.

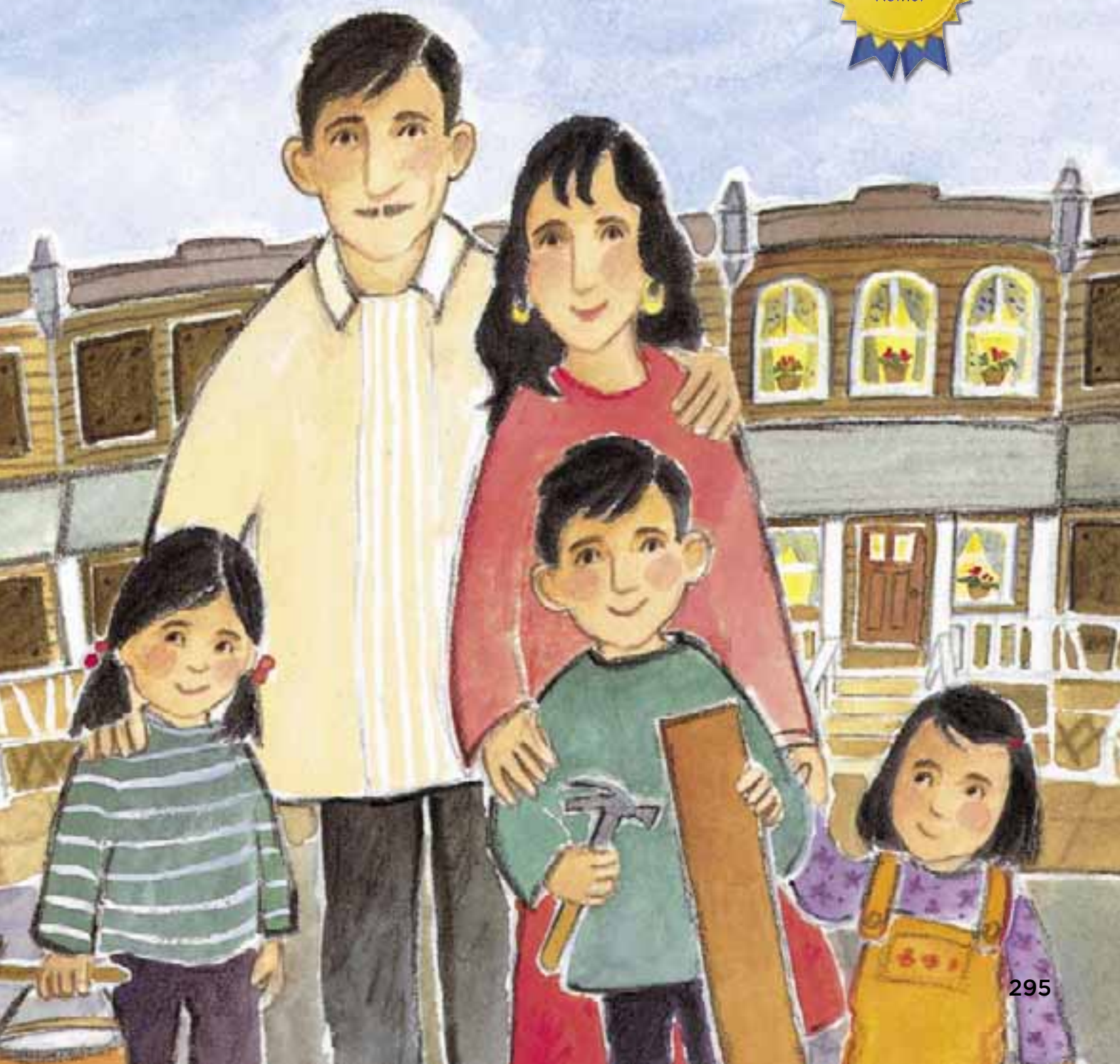


Read to Find Out

What is the theme of this story?

A Castle on Viola Street

by DyAnne DiSalvo



In the old days, before I was ten, we rented an apartment on Emerald Street. It was a small place to live in for one whole family, but somehow we made the room.

There always seemed to be enough to go around, even with five people at our table.

Every morning my father would get up even before the sun. "Someday things will change around here," he would whisper to me. He usually said this during the winter when the house was beginning to feel chilly. Then he'd kiss us good-bye, tuck up our blankets, and leave for his job at the diner.





My mother worked part-time in the **downtown** bakery while my sisters and I were at school. After school she'd sit on the stoop and watch us play.

Sometimes my mother would flip through a magazine. She'd show me pictures of houses with gardens and porches. They all looked like castles to me. I'd puff out my cheeks when I looked at our place. It was old and peeling and sorry.

That's when my mother would hug me and say, "Our family is rich in more ways than we can count."



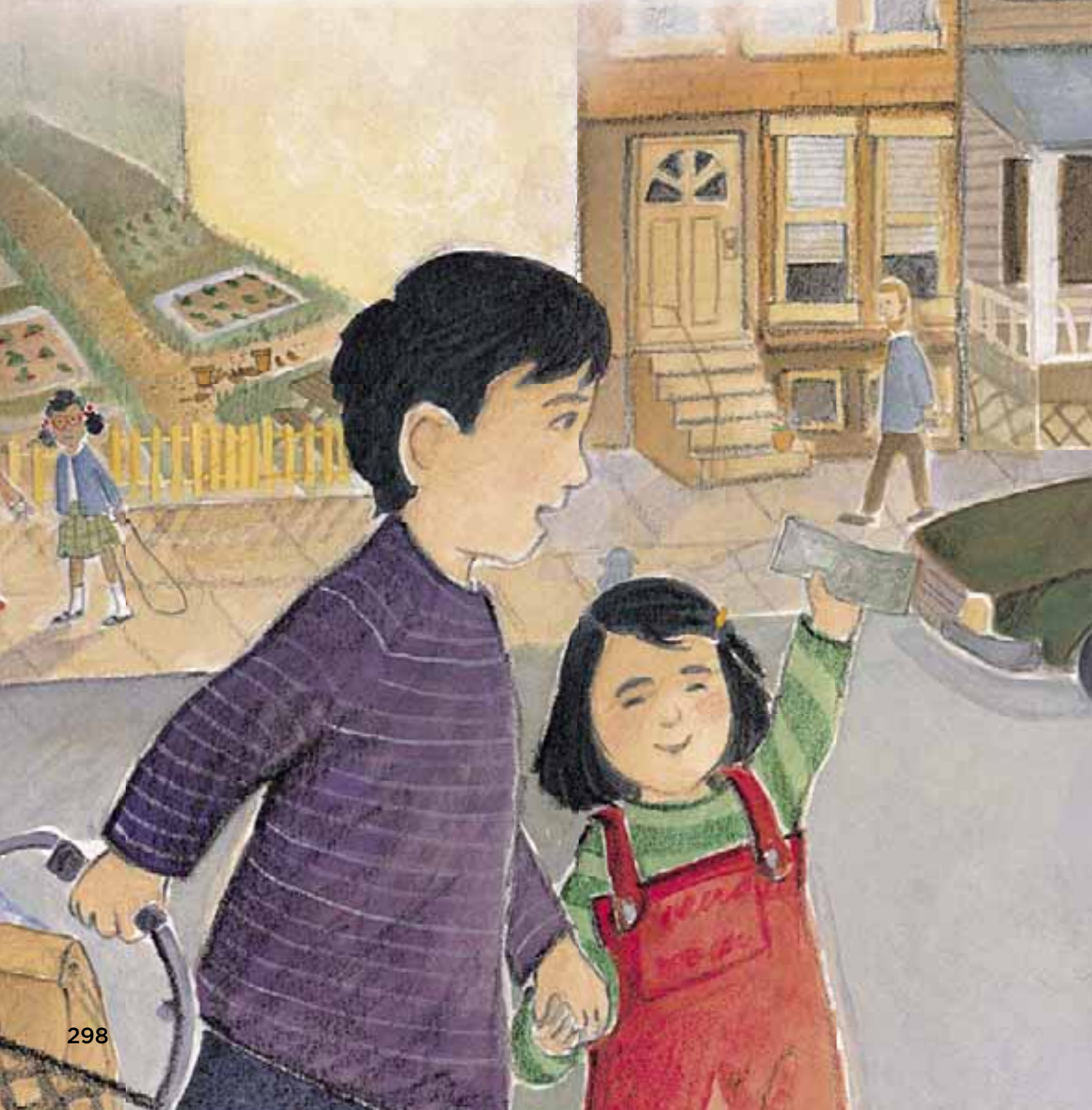
Theme

Why does the mother look at pictures of houses?

On Saturday mornings my mother would weigh my pockets down with quarters for the Laundromat.

“Hold Andy’s hand,” she’d tell my sister.

Then my mother would slip two brown-bagged lunches in the wagon with a dollar for a treat. My sister and I would bump our cart to the Soap & Go on Viola Street.





Now, across the street from the Soap & Go were three boarded-up houses. My father said it was a shame. "Somebody should do something about that," he'd say whenever he saw them. So when a truck pulled up and workers unloaded **equipment**, I started to pay attention.





“What’s going on over there?” a lady at the Soap & Go asked.

Mr. Rivera pointed to a flier that was posted up front.

“I’ll bet it has something to do with this,” he told her. The flier had a picture of a house and said
YOU TOO CAN OWN A HOME.

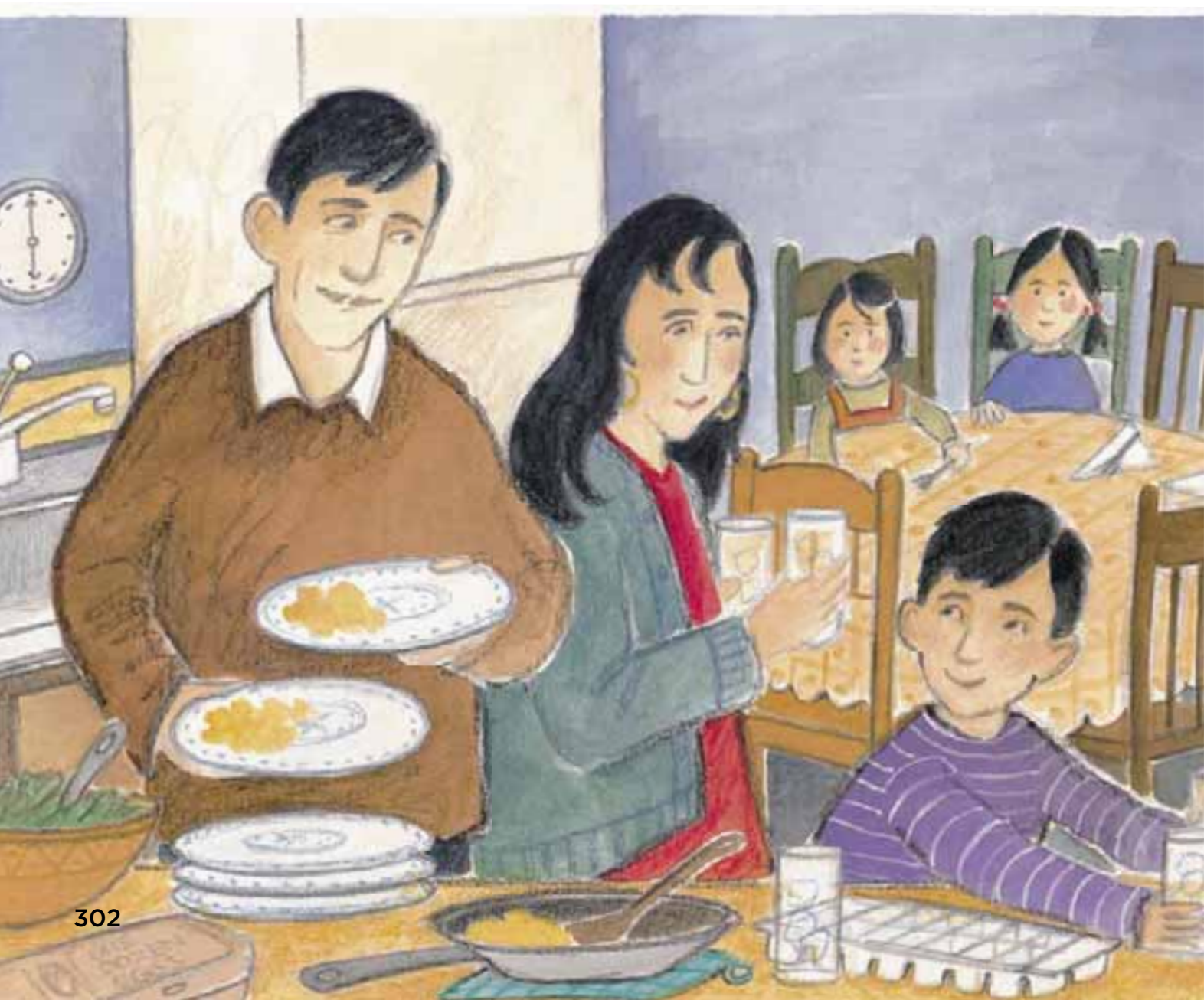
After our laundry was dried and folded, I took my sister by the hand and rushed our wagon back to Emerald Street.

At supper I told my parents all about what I had heard and seen. My father scrambled eggs with extra zest, and my mother put ice in our water.

“There’s a meeting tonight,” I said. “Seven o’clock at the school.”

Later on, when my parents came home, they were just as excited as I was.

“This organization buys empty houses and fixes them up like new!” said my mother.





“And if you’re interested in helping to fix up a house for other people,” my father continued, “then one day other people will help fix up a house for you.”

That sounded like a good plan to me. It would be nice to live in a house that wasn’t so chilly in winter.

“So we signed up,” my father told me. “Can we count on you to help?”

I hugged them so tight I almost fell out of bed. I think they knew my answer.

Well, you know how sometimes, when you never believe that anything will ever be different, then one morning you just wake up and nothing is the same? That’s what happened to our family that spring when the project on Viola Street began.

Clang! Bang! Bang! Smash! Those workers started early.

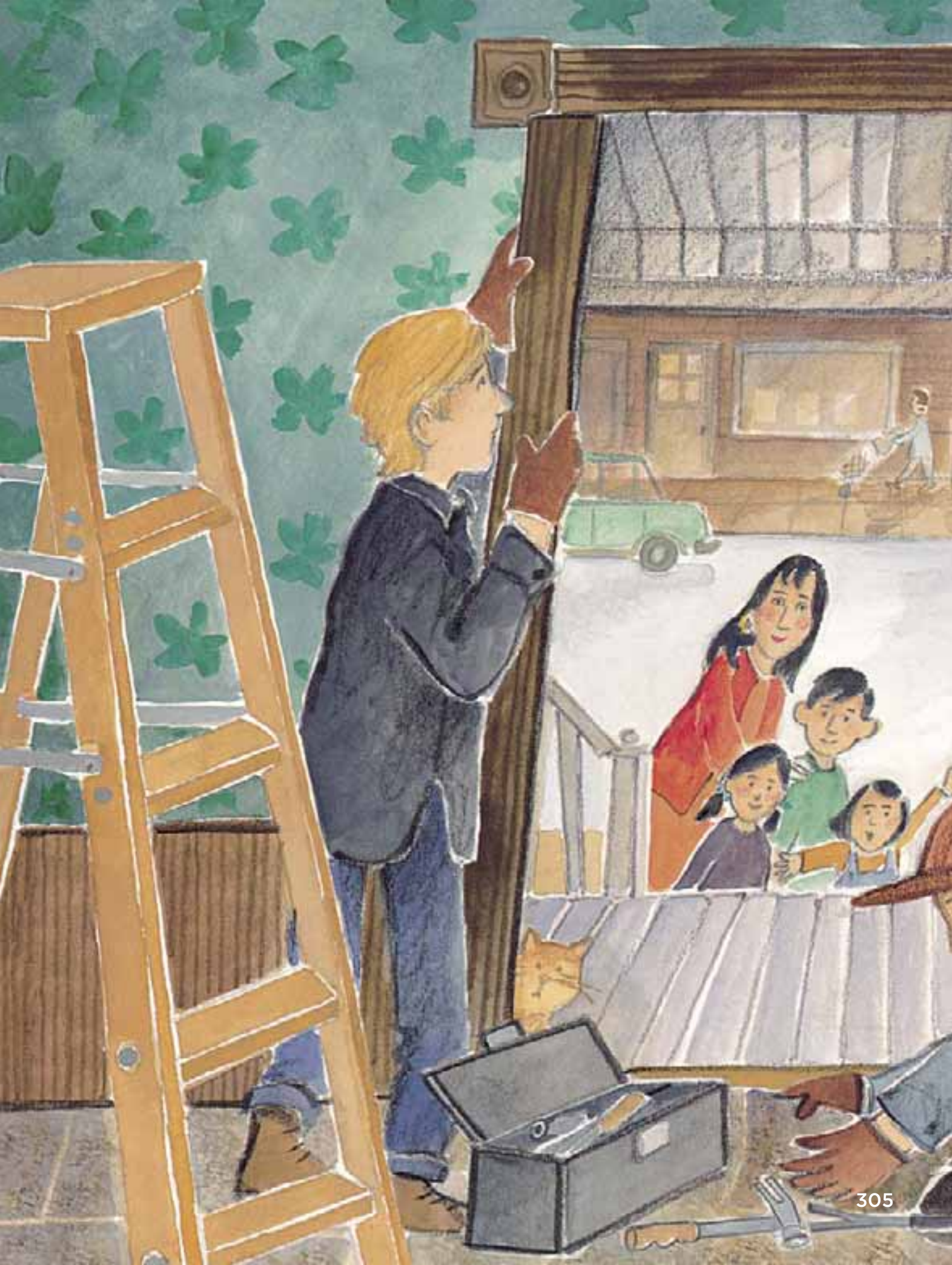
“Take a good look,” my mother told us. “That’s what we’ll be doing soon.”

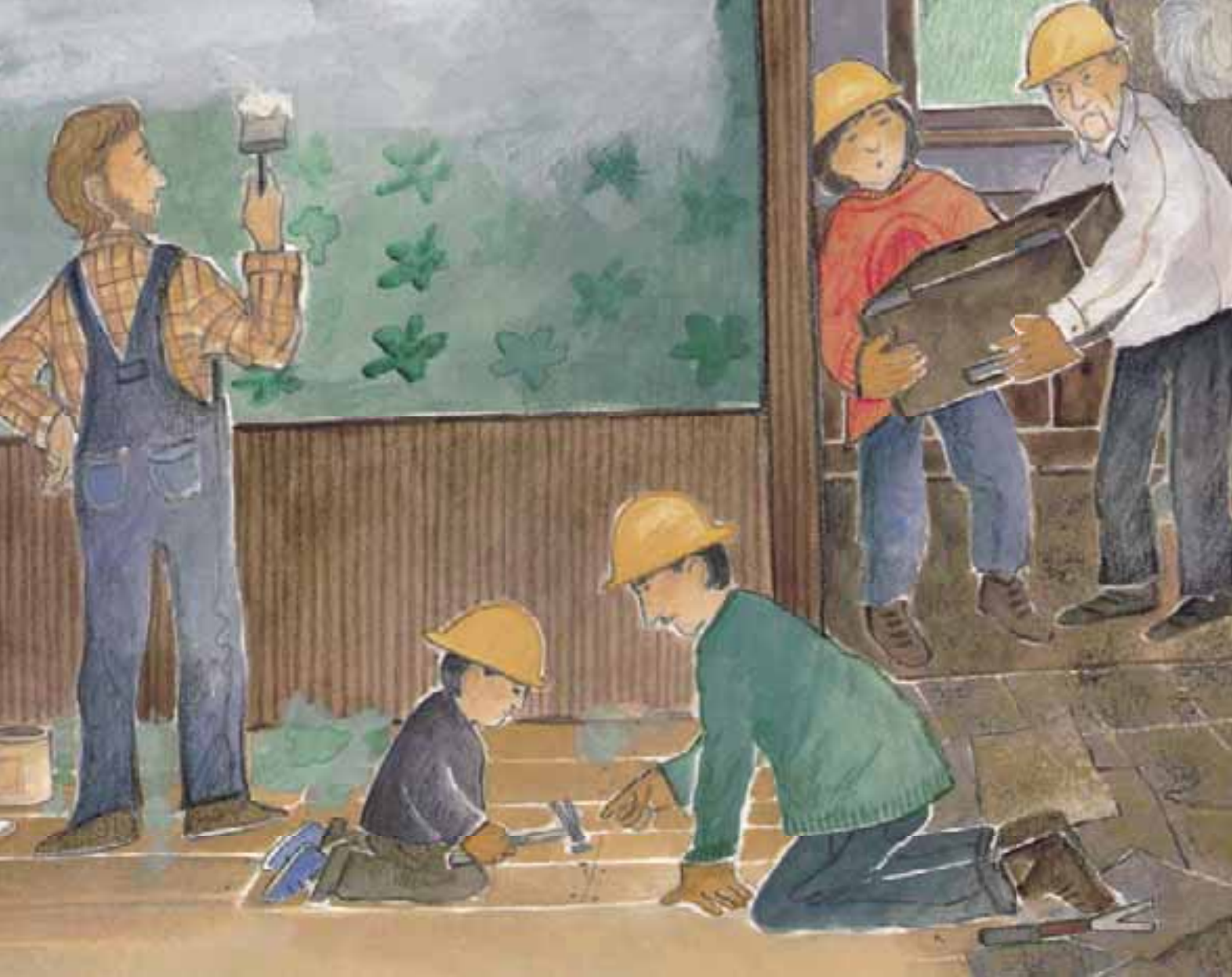
“Are all those people getting a house?” I asked.

“Some of them will,” my mother said. “But anyone who wants to can help. It’s called volunteering.”

Piece by piece, the inside of the first house came apart—one old bathtub, some cabinets, sinks. Slats of wood and piping piled up like a mountain full of junk in the Dumpster.







Most people on the block were happy about the project, but other people were not. The lady next door said, “No banging before nine o’clock!” Some people laughed and said out loud, “Who would want a house in a neighborhood like this?”

But my father would smile and whisper to me, “Sometimes new things are hard to get used to and people are slow to change.”

On the weekends, when our family showed up, a leader called out the assignments.

“Everyone here will have a special job to do,” she said.



My mother scraped wallpaper off crusty walls that crumbled like toast. My father and I worked together. He lifted up old linoleum tiles by sliding a cat-hammer underneath. My job was to carefully hammer down nails on the floorboards when he was through.

Some volunteers, like us, hoped to have a house one day.

“We’re looking forward to living in a place without broken windows and **leaky** pipes,” Mr. and Mrs. Rivera said.

My father said he couldn’t wait to have a house that would have heat all winter.

My sisters were still too young to help with all the **construction**. But my mother told them, “Being little is no excuse not to pitch in.” She had them squeeze juice from bags of lemons to make fresh lemonade. Then they took turns pouring and passing the cups all around.

At the end of the day there was always a lot of sweeping to do.

“I’ve never seen so much dust in my life,” Mrs. Tran said, covering her nose.

My mother held a dustpan while I pushed the broom. My sisters giggled whenever they saw me wearing my safety mask.



Theme

Why is the family working so hard?





On Saturday nights I'd be so tired, I'd practically fall asleep right after supper.

"You're doing good work," my father would say. And he'd thank me for helping our family. He'd say, "Big dreams are built little by little, and we are making a start."

In those four months I learned a lot about putting things together. Once I even found a piece of wood that my father said I could keep. I thought that maybe I could use it to make something on my own.

One day Mr. Tran gave everyone some news. The new house would be theirs!

"Everything is beautiful," Mrs. Tran said. She stood smiling inside the framed front door. She watched her daughter paint the big front room. The kitchen had shiny linoleum floors and brand-new **appliances**. There even was a washing machine! Upstairs was a bathroom and three carpeted bedrooms. Out back there was a place for a garden.

When the Tran family moved in, they threw a potluck supper. My father and I took care to make something extra special that night.

“Since I’ve been promoted to cook, I like to whip up a storm,” he said.



We not only celebrated the Tran family's being the **owners** of their new home, but we also celebrated because we knew we were one house closer to our dream.



Things were really changing on Viola Street now. “This neighborhood looks like it’s shaping up,” the lady at the Soap & Go said. Volunteers were working on two more empty houses. And of course the Trans next door didn’t mind when we wanted to get to work early.

This fall our family was notified that we’d be working on our own house next spring—number one-forty-six Viola Street. Whenever we pass it, my mother says, “I can imagine it finished already.” I’ve already got my bedroom picked out. It’s the one with the window by the yard.





During the winter, I made a birdhouse from my piece of wood and gave it to my mother. My mother was more than pleased about that. She said, thanks to me, now even the birds would have a nice little place to call home.

I used to dream that we had a million dollars to buy a house of our own. But in real life all it cost us was a lot of hard work. Anyway, it seems to me like all the money in the world couldn't buy us what we have now on Viola Street. It's just as my father says: Big dreams are built little by little, and we have made a start.

The Nuts and Bolts on DyAnne



Author and Illustrator

DyAnne DiSalvo says that before she starts a book she can see the whole thing in her mind. Then she gets to work. Sometimes she does research and takes pictures. Other times she just draws a picture she has in her head. DyAnne often uses things she's done to write her books. Just like the characters in this story, DyAnne joined a special group that builds houses for people. She says that her stories are a little bit fiction and a little bit nonfiction.

Other books by DyAnne DiSalvo:
City Green and *A Dog Like Jack*



Find out more about
DyAnne DiSalvo at
www.macmillanmh.com



Author's Purpose

What was the author's purpose for writing? Did she want to entertain readers or inform them about something? How do you know?



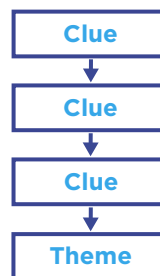


Comprehension Check



Summarize

Use the Theme Map to help you summarize *A Castle on Viola Street*. Tell about where the story is set, who the main characters are, and what happens to the main characters.



Think and Compare



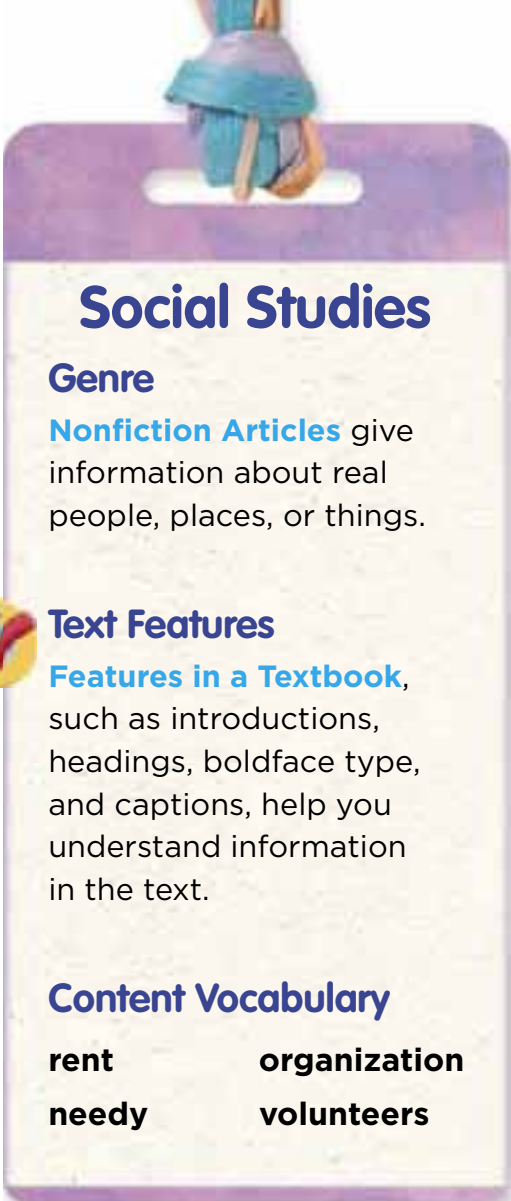
1. Use your Theme Map to identify the theme of *A Castle on Viola Street*. Describe the theme using story details.

Analyze Story Structure: Theme

2. Reread page 297 of *A Castle on Viola Street*. Do you agree with the mother when she says that the family is “rich”? Use story details in your answer. **Evaluate**
3. Do you think you would enjoy helping to build or repair a home for someone? Explain your answer. **Apply**
4. Is it important for families to help build homes for others before they can become **owners** of their own homes? Explain. **Evaluate**
5. Read “What Should I Be?” on pages 292-293. What similar theme does that story share with *A Castle on Viola Street*? Use details from both selections in your answer.

Reading/Writing Across Texts





Social Studies

Genre

Nonfiction Articles give information about real people, places, or things.



Text Features

Features in a Textbook, such as introductions, headings, boldface type, and captions, help you understand information in the text.

Content Vocabulary

rent

organization

needy

volunteers



HOMES

for Families

by Angel Gracia

Everyone needs a home, but finding one can be difficult. The cost of buying a home is often very high, and so is the cost to **rent** a place to live by the month.

One Solution to the Problem

A group called Habitat for Humanity helps provide homes for **needy** families. Habitat for Humanity's work is true to its name: Habitat means "homes," and humanity means "people." This **organization** works with families to help them build comfortable, low-cost homes of their own.



How Habitat for Humanity Works

Habitat for Humanity is made up mostly of **volunteers** who work for free because they like to help other people.

Families who need homes can contact the group. The group then chooses deserving families and helps them build a home. Before the families get help building their own homes, they must help build homes for other families.

Volunteers work on a Habitat for Humanity home in LaGrange, Georgia.



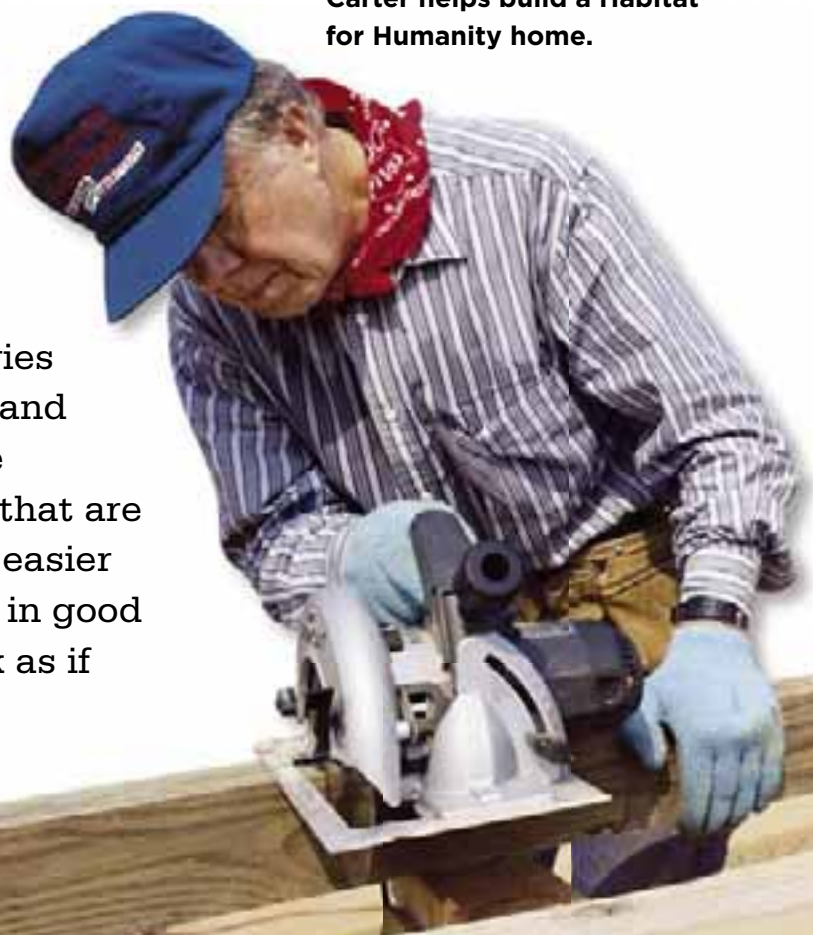


The hard work of many people is needed to build a home.

Former President Jimmy Carter helps build a Habitat for Humanity home.

All Over the World

Habitat for Humanity builds homes in many places besides the United States. Their work can also be seen in other countries such as Thailand, South Africa, and Guatemala. In each country, the houses are built from materials that are available nearby. That makes it easier for families to keep their homes in good shape and for the homes to look as if they fit into the neighborhood.



Features in a Textbook



Using Features in a Textbook

The following textbook features are used in this article to help you understand what you are reading.

- An **Introduction** is a brief explanation of the text.
- A **Heading** appears before a piece of writing.
- **Boldface Type** calls attention to important words.
- **Different-sized Type** shows a heading or important words.
- A **Caption** explains the photo.

Connect and Compare



1. Read the caption for the photo on page 317. Where was the photo taken? **Using Features in a Textbook**
2. Suppose that you and your family are working with Habitat for Humanity. What jobs do you think you could or would like to do? **Synthesize**
3. Think about this article and *A Castle on Viola Street*. What could you tell Andy about Habitat for Humanity that he might not have already learned? **Reading/Writing Across Texts**



Social Studies Activity

Ask your family members and friends what kinds of volunteer work they do or know about. Use your research to write a paragraph about one interesting volunteer job.



Find out more about volunteering at www.macmillanmh.com



Writer's Craft

Formal Language

In a business letter, use **formal language** and be very polite. Put a colon at the end of the greeting and a comma at the end of the closing. Add periods to abbreviations in addresses, dates, and titles.

Since this is a business letter, I used formal and polite language.

I used a colon at the end of the greeting and a comma at the end of the closing.

Write a Business Letter

893 Maple Ave.

Elmsville, OH 54321

May 7, 20--

Mr. John Garcia
Puppet Playhouse
1 Alton St.
Elmsville, OH 54321

Dear Mr. Garcia:

I saw your huge ad for Puppet Playhouse in the newspaper. I would like to get information about having your puppets perform at a birthday party. Please send me helpful information and photographs.



Sincerely yours,
Adam L.





Your Turn

Write a business letter to a company from which you would like to get more information. Your letter could be directed to the company itself or to a person who works there.

Explain why you are writing and what you need. Write in a voice that is formal and polite. Use the Writer's Checklist to check your writing.

Writer's Checklist

- ☒ **Ideas and Content:** Do I state what I want?
- ☒ **Organization:** Did I use the correct form for a business letter?
- ☐ **Voice:** Did I use **formal language**? Was I very polite?
- ☒ **Word Choice:** Did I use precise nouns, adjectives, and verbs?
- ☒ **Sentence Fluency:** Did I avoid run-on sentences?
- ☒ **Conventions:** Did I put a colon after the greeting and a comma after the closing? Did I use abbreviations correctly and check my spelling?



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Talk About It

Animals are amazing creatures. What is the most unusual thing you have ever seen an animal do?



Find out more about unusual animals at www.macmillanmh.com

UNUSUAL ANIMALS

Vocabulary

conversation scrambled
interrupted seized
boasting rebuild
sway



Word Parts

Prefixes are word parts that come at the beginning of words and change their meaning. The prefix *re-* means “again.”

rebuild = build again



MAX THE AMAZING HAMSTER

by Raymond So

Max is my pet hamster. He’s really cool and fun. One day, my brother Marco came home and picked up Max.

“The science fair is next month,” he said. “I have to come up with a great project.”

“That’s easy,” I said. “Build a volcano.”

“Everyone makes volcanoes,” he answered. “I want to do something really different.”

I could see that our **conversation** about volcanoes was over. I stopped talking, and so did Marco. Finally, I **interrupted** the silence and said, “What about Max? Maybe you could use him for a science project.”

“Max!” Marco grinned and yelled with joy. “Yes!”

Marco did some research and then turned back to me.

"I'm not **boasting**, but I think I'm really smart. I have the best plan," he said. "I'll build a maze. I'll see if Max can go through it faster in the morning or at night. Hamsters are more active at night. I think Max will be faster then. Want to help?"

I did! We built a cardboard maze, and we put a food pellet at one end and Max at the other.



At first, Max started to **sway** back and forth on his little legs, as if rocking like that would help him figure out what was happening. Then, he smelled the food. Max **scrambled** quickly toward it. When he reached it, he **seized** the pellet in his teeth.

"Max did okay, but the maze fell apart," I said. "Let's **rebuild** it. I'll get some wood."

We made the maze again. The next morning Marco started timing Max. He timed Max twice a day for two weeks—every morning and every night. It turned out that Marco was right. Max was faster at night than in the morning. That little guy is one amazing hamster!

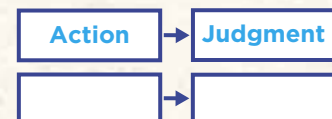
Reread for Comprehension



Monitor Comprehension

Make Judgments

When you make judgments, you decide how you feel about something. You can monitor your understanding of a story or its characters when you use your own experiences to make judgments about them.



A Judgment Chart can help you judge a character's actions. Reread the selection to make judgments about the brothers' actions.

Comprehension

Genre

A **Fantasy** is a story about invented characters who could not exist in real life.



Monitor Comprehension

Make Judgments

As you read, use your Judgment Chart.

Action	→	Judgment
	→	

Read to Find Out

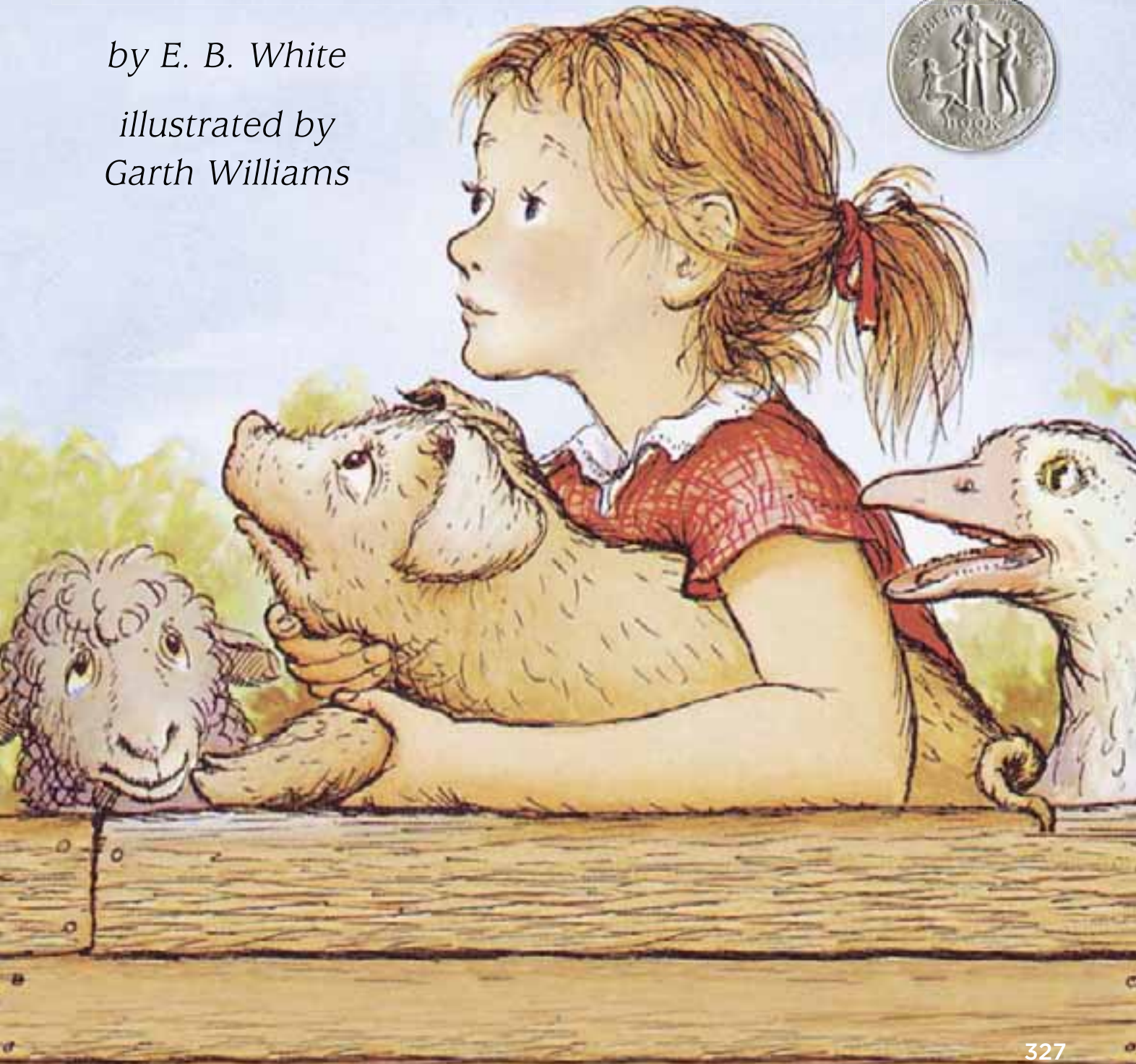
How would you describe Charlotte's personality?

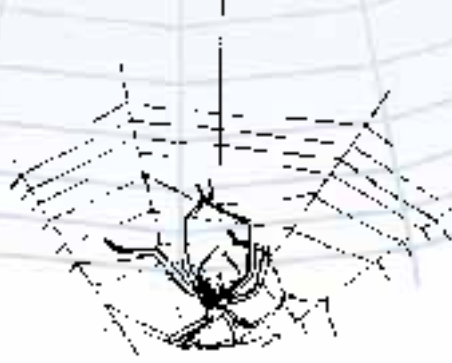
Wilbur's Boast

from
Charlotte's Web

by E. B. White

illustrated by
Garth Williams





A spider's web is stronger than it looks. Although it is made of thin, delicate strands, the web is not easily broken. However, a web gets torn every day by the insects that kick around in it, and a spider must **rebuild** it when it gets full of holes. Charlotte liked to do her weaving during the late afternoon, and Fern liked to sit nearby and watch. One afternoon she heard a most interesting **conversation** and witnessed a strange event.

"You have awfully hairy legs, Charlotte," said Wilbur, as the spider busily worked at her task.

"My legs are hairy for a good reason," replied Charlotte. "Furthermore, each leg of mine has seven sections—the coxa, the trochanter, the femur, the patella, the tibia, the metatarsus, and the tarsus."

Wilbur sat bolt upright. "You're kidding," he said.

"No, I'm not, either."

"Say those names again, I didn't catch them the first time."

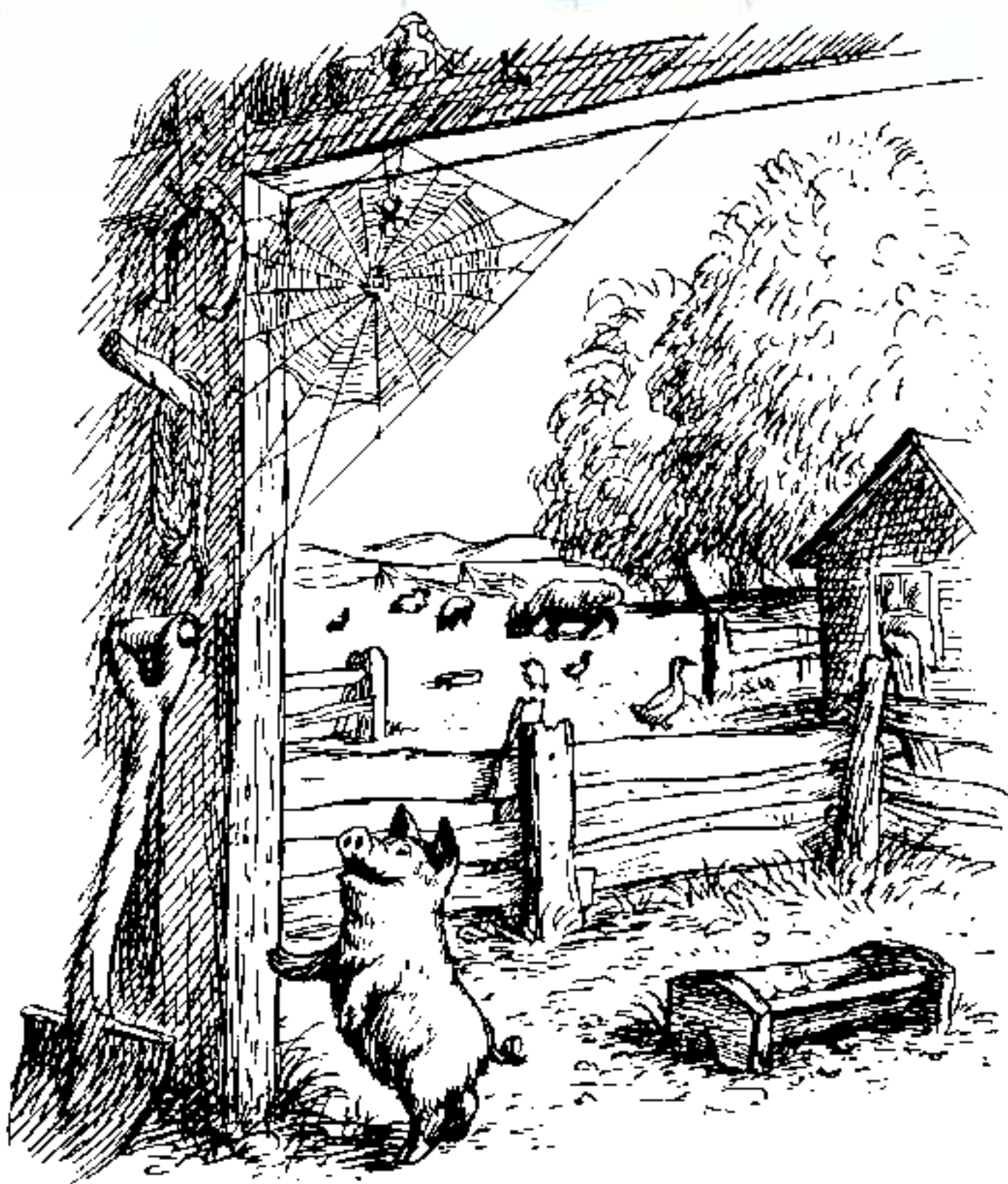
"Coxa, trochanter, femur, patella, tibia, metatarsus, and tarsus."

"Goodness!" said Wilbur, looking down at his own chubby legs. "I don't think *my* legs have seven sections."



Make Judgments

Does Wilbur's comment about Charlotte's legs show good manners?



“Well,” said Charlotte, “you and I lead different lives. You don’t have to spin a web. That takes real leg work.”

“I could spin a web if I tried,” said Wilbur, **boasting**. “I’ve just never tried.”

“Let’s see you do it,” said Charlotte. Fern chuckled softly, and her eyes grew wide with love for the pig.

“O.K.,” replied Wilbur. “You coach me and I’ll spin one. It must be a lot of fun to spin a web. How do I start?”

“Take a deep breath!” said Charlotte, smiling. Wilbur breathed deeply. “Now climb to the highest place you can get to, like this.” Charlotte raced up to the top of the doorway. Wilbur **scrambled** to the top of the manure pile.

“Very good!” said Charlotte. “Now make an attachment with your spinnerets, hurl yourself into space, and let out a dragline as you go down!”

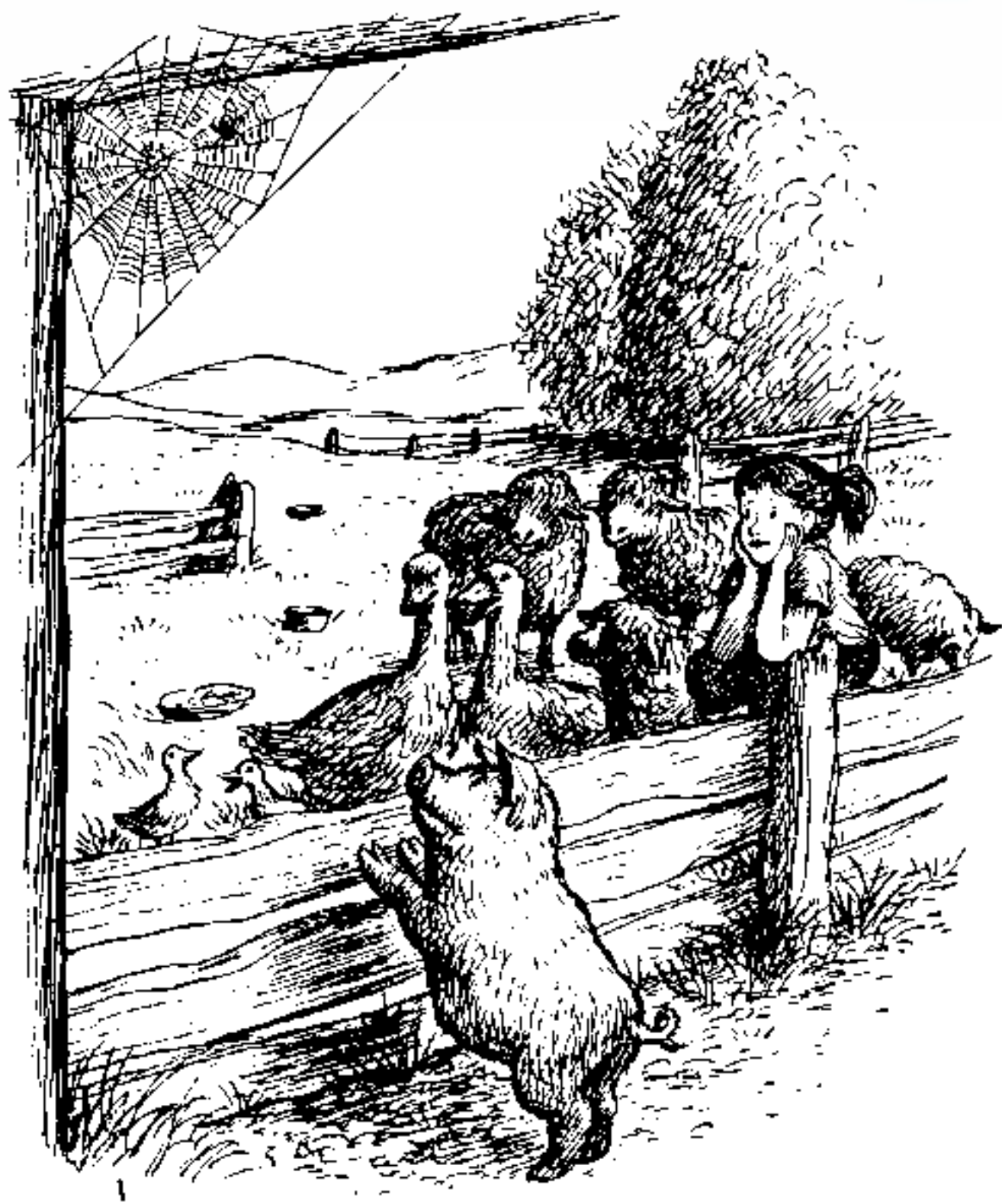
Wilbur hesitated a moment, then jumped out into the air. He glanced hastily behind to see if a piece of rope was following him to check his fall, but nothing seemed to be happening in his rear, and the next thing he knew he landed with a thump. “Ooomp!” he grunted.

Charlotte laughed so hard her web began to **sway**.

“What did I do wrong?” asked the pig, when he recovered from his bump.

“Nothing,” said Charlotte. “It was a nice try.”

“I think I’ll try again,” said Wilbur, cheerfully. “I believe what I need is a little piece of string to hold me.”





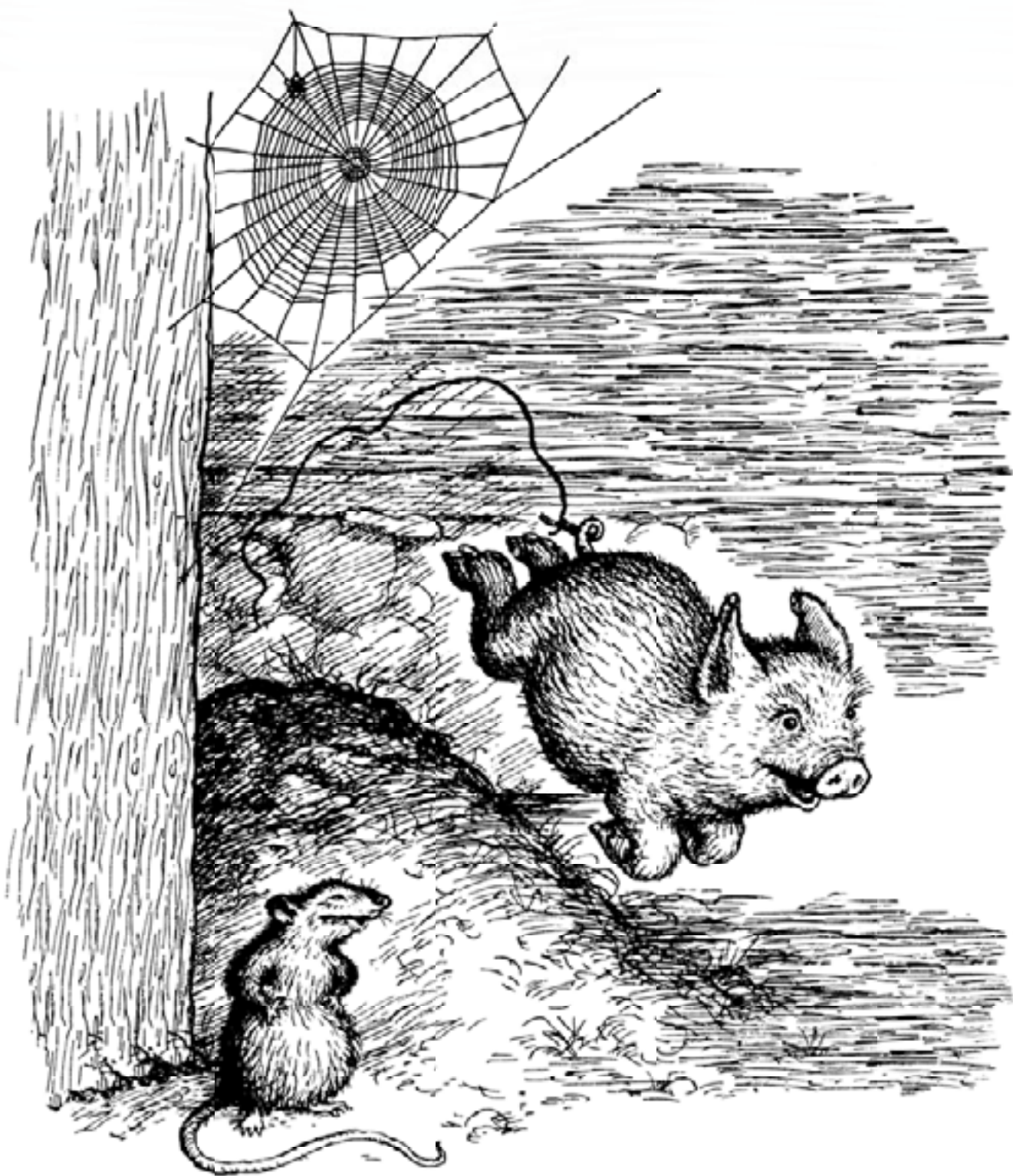
The pig walked out to his yard. “You there, Templeton?” he called. The rat poked his head out from under the trough.

“Got a little piece of string I could borrow?” asked Wilbur. “I need to spin a web.”

“Yes, indeed,” replied Templeton, who saved string. “No trouble at all. Anything to oblige.” He crept down into his hole, pushed the goose egg out of the way, and returned with an old piece of dirty white string. Wilbur examined it.

“That’s just the thing,” he said. “Tie one end to my tail, will you, Templeton?”

Wilbur crouched low, with his thin, curly tail toward the rat. Templeton **seized** the string, passed it around the end of the pig’s tail, and tied two half hitches. Charlotte watched in delight. Like Fern, she was truly fond of Wilbur, whose smelly pen and stale food attracted the flies that she needed, and she was proud to see that he was not a quitter and was willing to try again to spin a web.



While the rat and the spider and the little girl watched, Wilbur climbed again to the top of the manure pile, full of energy and hope.

“Everybody watch!” he cried. And summoning all his strength, he threw himself into the air, headfirst. The string trailed behind him. But as he had neglected to fasten the other end to anything, it didn’t really do any good, and Wilbur landed with a thud, crushed and hurt. Tears came to his eyes. Templeton grinned. Charlotte just sat quietly. After a bit she spoke.

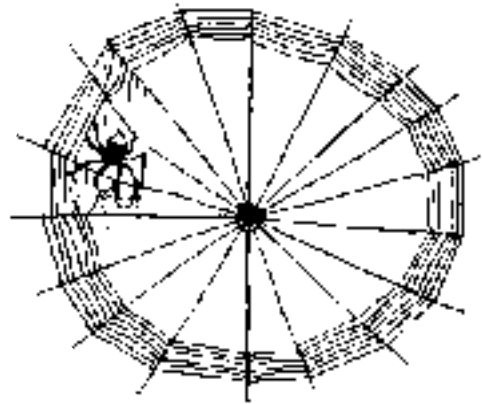
“You can’t spin a web, Wilbur, and I advise you to put the idea out of your mind. You lack two things needed for spinning a web.”

“What are they?” asked Wilbur, sadly.

“You lack a set of spinnerets, and you lack know-how. But cheer up, you don’t need a web. Zuckerman supplies you with three big meals a day. Why should you worry about trapping food?”

Wilbur sighed. “You’re ever so much cleverer and brighter than I am, Charlotte. I guess I was just trying to show off. Serves me right.”

Templeton untied his string and took it back to his home. Charlotte returned to her weaving.





“You needn’t feel too badly, Wilbur,” she said. “Not many creatures can spin webs. Even men aren’t as good at it as spiders, although they *think* they’re pretty good, and they’ll *try* anything. Did you ever hear of the Queensborough Bridge?”

Wilbur shook his head. “Is it a web?”

“Sort of,” replied Charlotte. “But do you know how long it took men to build it? Eight whole years. My goodness, I would have starved to death waiting that long. I can make a web in a single evening.”

“What do people catch in the Queensborough Bridge—bugs?” asked Wilbur.

“No,” said Charlotte. “They don’t catch anything. They just keep trotting back and forth across the bridge thinking there is something better on the other side. If they’d hang head-down at the top of the thing and wait quietly, maybe something good would come along. But no—with men it’s rush, rush, rush, every minute. I’m glad I’m a sedentary spider.”

“What does sedentary mean?” asked Wilbur.

“Means I sit still a good part of the time and don’t go wandering all over creation. I know a good thing when I see it, and my web is a good thing. I stay put and wait for what comes. Gives me a chance to think.”

“Well, I’m sort of sedentary myself, I guess,” said the pig. “I have to hang around here whether I want to or not. You know where I’d really like to be this evening?”

“Where?”

“In a forest looking for beechnuts and truffles and delectable roots, pushing leaves aside with my wonderful strong nose, searching and sniffing along the ground, smelling, smelling, smelling ... ”

“You smell just the way you are,” remarked a lamb who had just walked in. “I can smell you from here. You’re the smelliest creature in the place.”

Wilbur hung his head. His eyes grew wet with tears. Charlotte noticed his embarrassment and she spoke sharply to the lamb.

“Let Wilbur alone!” she said. “He has a perfect right to smell, considering his surroundings. You’re no bundle of sweet peas yourself. Furthermore, you are interrupting a very pleasant conversation. What were we talking about, Wilbur, when we were so rudely **interrupted**?”

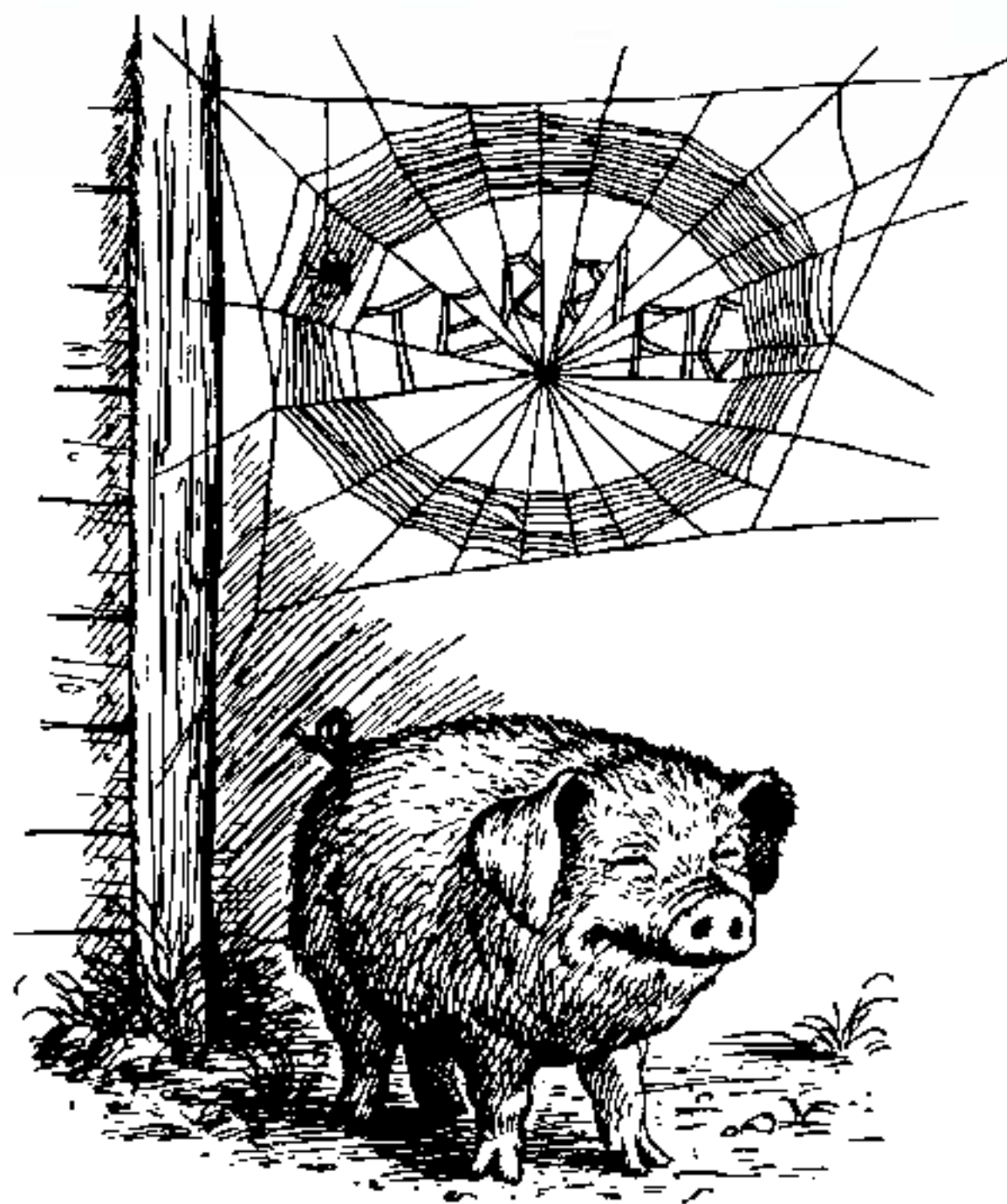
“Oh, I don’t remember,” said Wilbur. “It doesn’t make any difference. Let’s not talk any more for a while, Charlotte. I’m getting sleepy. You go ahead and finish fixing your web and I’ll just lie here and watch you. It’s a lovely evening.” Wilbur stretched out on his side.

Twilight settled over Zuckerman’s barn, and a feeling of peace.

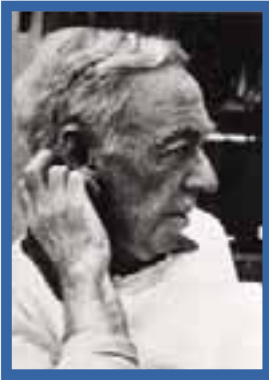


Make Judgments

Do you think Charlotte really wants to make Wilbur feel better? Why or why not?



Spin a Web with E. B. and Garth



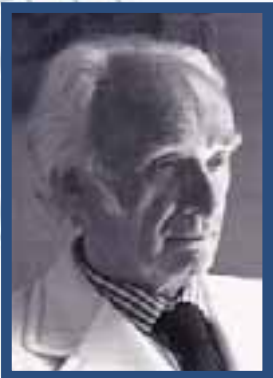
AUTHOR

E. B. White had a farm very much like the one in this story. One day when E. B. was going to feed his pig, he began to feel sad. He did not want his pig to be killed. E. B. thought about how to save him. While he was thinking, he saw a big spider spinning a web. Soon E. B. was spinning the novel *Charlotte's Web*.



Other books by E. B. White:

Stuart Little and *The Trumpet of the Swan*



ILLUSTRATOR

Garth Williams has said that *Charlotte's Web* was one of his favorite books to illustrate. Garth did the pictures while he was living on a farm. He based his illustrations on what he saw around him. He drew the animals over and over again until they seemed to look like people.



Find out more about E. B. White
and Garth Williams at
www.macmillanmh.com

Author's Purpose

What was E. B. White's main purpose for writing?
Explain how you can tell.



Comprehension Check



Summarize

Use your Judgment Chart to help you summarize *Wilbur's Boast*. Tell about an important event in the selection by showing evidence from the story, making inferences based on that information, and describing how the event ends.

Action	→	Judgment
	→	

Think and Compare



1. Think about Wilbur's **boasting** and his attempts to spin a web. Were these attempts smart? Include story details in your answer. **Monitor Comprehension: Make Judgments**
2. Reread page 330. Why do you think Charlotte tells Wilbur how to spin a web? Use story details in your answer. **Analyze**
3. If you were to meet Charlotte, what questions would you ask her about the meaning of friendship? **Apply**
4. Why do you think that Charlotte says humans rush around too much? Explain your answer. **Evaluate**
5. Read "Max, the Amazing Hamster" on pages 324-325. Compare the way animals are shown in this story and in *Wilbur's Boast*. Which is realistic and which is fantasy? Use details from both selections to explain your answer. **Reading/Writing Across Texts**





Science

Genre

Nonfiction Articles give information about real people, places, or things.



Text Feature

Directions help you follow the steps in a process.

Content Vocabulary

personality

behavior

individual

Do Animals Have Personalities?

by Patricia West

Everyone has a **personality**, or a unique way of acting and thinking. One person might love to run and jump. Another may prefer to sit and think. Your next-door neighbor could be very shy, but your cousin may be friendly to everyone. Each of these people has a different personality.

Animals also have personalities. Scientists study their **behavior**, or the way they act, in order to learn more about them. Here are three **individual** animals that have special personalities.

What a Bell Can Tell

A cat named Phoenix doesn't need anyone to open doors for him. When he wants to go out, he just pushes a special doorbell.

The doorbell's inventor thought that many people would rush to buy cat doorbells, but few have been sold. That may be because not many cats have the same independent personality as Phoenix.



Following Directions

Here's an experiment to find out something interesting about a cat. It will tell you whether a cat is "right-pawed" or "left-pawed."

Is Your Cat Right-Pawed or Left-Pawed?

What to Do

1. Use the spoon to put a little cat food in the bottle.
2. Put the bottle on its side near the cat.
3. When the cat uses its paw to get the food, write down whether the cat uses its right or left paw.
4. Repeat Steps 1-3 several times.
5. Count the number of times the cat uses its right paw and the number of times it uses its left paw.
6. Decide whether your cat is right-pawed, left-pawed, or both.

What You Need

- a hungry cat
- a small, empty plastic bottle with a narrow opening just big enough for the cat's paw
- a little food that the cat likes
- a spoon



Pumpkin Play

Scientists at Seattle's Woodland Park Zoo gave carved pumpkins to their gorillas. They observed how their gorillas played with the pumpkins before eating them.

A gorilla called Zuri grabbed as many pumpkins as he could. Another gorilla, Jumoke, spent a lot of time picking out the biggest pumpkin. Alafia looked for a pumpkin she could fit over her head. Congo chose a pumpkin with a face he liked best. Each gorilla showed his or her personality while making choices.



Brilliant Birdbrain

Most parrots can only repeat words their owners say, but one parrot, named Alex, is a talker *and* a good listener! When his owner holds up a tray with different objects, Alex can pick out the yellow object, the biggest object, or even “the one under the square.”

Alex also has a good memory. If his owner asks, “Alex, what color is corn?” Alex answers, “Yellow.” He can do this even if there is no corn in sight to give him a hint.



Connect and Compare



1. Look at the directions for the experiment on page 341. Explain the directions in Step 4. **Following Directions**
2. Do you know any pets that seem to have interesting personalities? Explain. **Analyze**
3. Which animals in “Wilbur’s Boast” remind you of animals in this selection? Use details from both selections in your answer. **Reading/Writing Across Texts**



Science Activity

Choose an animal you know. Observe the animal to learn more about it. Then write a paragraph that tells three new things you learned in your research.



Find out more about unusual animals at www.macmillanmh.com

Write a News Story

Writer's Craft

Transition Words

Writers of news stories use **transition words** in sentences to show cause and effect and to order information. Words such as *because* and *as a result* will keep readers informed.

My first sentence tells who, what, when, where, and why.

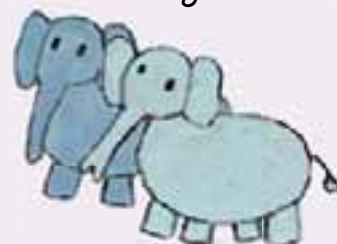
My news story includes transition words such as "because."

Elephant Friends

by Junko N.

Almost 22 years ago, two elephants named Jenny and Shirley met at a circus where they both performed. Then they were separated. Recently Jenny and Shirley met again because they were reunited at the Elephant Sanctuary in Tennessee.

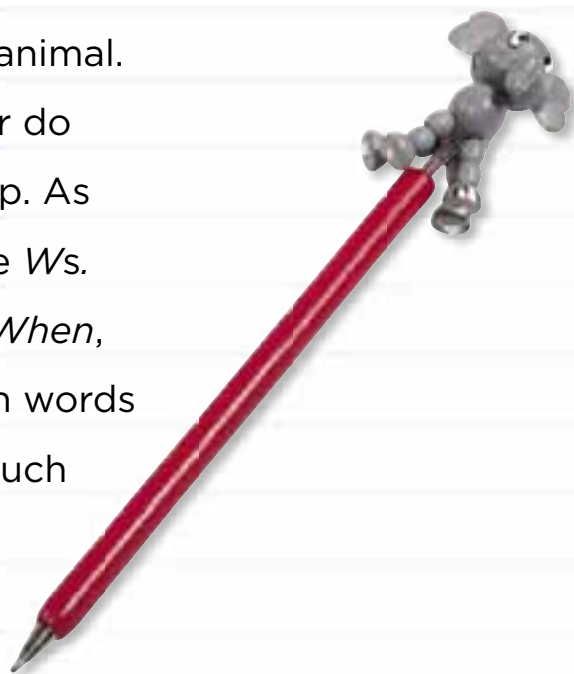
When Jenny and Shirley saw each other, they started roaring and tried to climb in each other's pens. The people at the sanctuary never saw elephants get so excited. As a result, they put them in the same pen. Now, Jenny and Shirley seem happier than ever because of the sanctuary staff's efforts.



Your Turn

Research and write a news story about an animal.

You can use magazines and newspapers, or do research on the Internet with an adult's help. As you research and write, think about the five *Ws*. In your first sentence, explain *Who*, *What*, *When*, *Where*, and *Why*. In the story, use transition words and at least one adjective that compares, such as *happier*. Use the Writer's Checklist to check your writing.



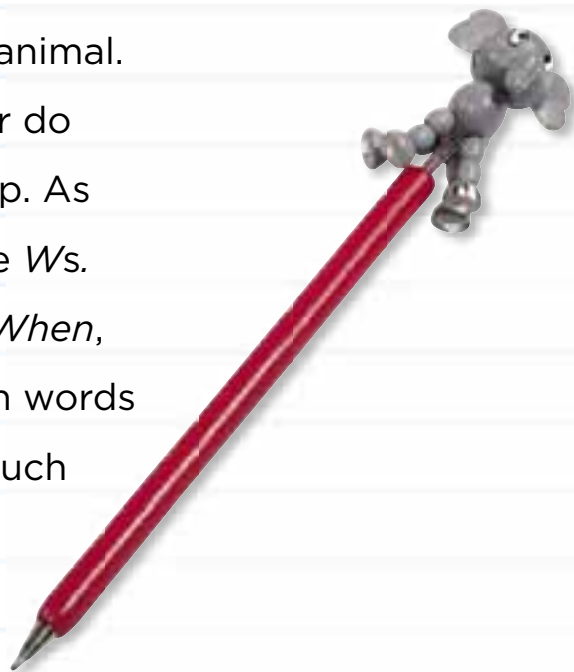
Writer's Checklist

- ☒ **Ideas and Content:** Is my news story about a real event?
- ☒ **Organization:** Does my news story have a topic sentence and supporting details?
- ☒ **Voice:** Does my news story tell the facts without showing my feelings?
- ☐ **Word Choice:** Did I use **transition words**?
- ☒ **Sentence Fluency:** Did I vary the lengths of my sentences?
- ☒ **Conventions:** Did I use the correct forms of adjectives that compare? Did I check my spelling?

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- ☒ **Conventions:** Did I use the correct forms of adjectives that compare? Did I check my spelling?

Talk About It

What does it mean to be a good citizen?



Find out more about citizenship at
www.macmillanmh.com

GOOD CITIZENS



Vocabulary

historical

dispute

automatically

requirements

Pledging Allegiance

October 12, 1892. Do you know the **historical** importance of that date? It was Columbus Day, and on that day 12 million kids in the United States recited the Pledge of Allegiance for the first time.

The original pledge was published in the September 8, 1892, issue of a Boston magazine called *The Youth's Companion*. For years there was a **dispute** over who wrote the pledge. Was it James B. Upham or Francis Bellamy? Both were members of the magazine's staff. Bellamy's son gathered documents and statements to prove that his father was the pledge's author. It paid off. In 1939 the United States Flag Association decided that Bellamy deserved the credit.

THE ORIGINAL VERSION OF THE PLEDGE:

"I pledge allegiance to my Flag and the Republic for which it stands—one nation indivisible—with liberty and justice for all."

CHANGES TO THE PLEDGE:

- ★ In 1923, at the first National Flag Conference, the words "my Flag" were changed to "the Flag of the United States of America."
- ★ Congress officially recognized the Pledge of Allegiance in 1942.
- ★ On Flag Day in 1954, President Dwight D. Eisenhower suggested adding the words "under God." Congress agreed, and the phrase was added.

Becoming a Citizen

Citizens of the United States have certain rights and responsibilities. When people move to the United States from other countries, they do not **automatically** become American citizens. They must fill out an application with the Immigration and Naturalization Service. They must meet certain **requirements**, such as being able to read, write, and speak ordinary English. They must also pass a test on the history and government of the United States. After they become citizens, they have the right to vote and hold public office.



Find out more about becoming a U.S. citizen at www.macmillanmh.com

Top 5 States with the Most Hispanics

There are more than 30 million Hispanic people living in the United States. Every year Hispanic Heritage Month begins on September 15, which marks the date when five Latin American countries gained independence: Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua.

Eight out of ten Hispanics in the U.S. live in these five states.

1. California	11,980,884
2. Texas	7,614,414
3. Florida	3,108,578
4. New York	3,034,124
5. Illinois	1,694,185

Source: U.S. Census Bureau, 2003

Comprehension

Genre

A **Nonfiction Article** gives information about real people, places, or things.



Analyze Text Structure

Problem and Solution

A problem is something that needs to be worked out. A solution is something that fixes a problem.

An American Hero Flies Again

How did one astronaut help science twice?

The idea of a person flying into space was a dream until the 1950s. That's when United States and Soviet Union scientists began a space race to make the dream a reality. The Soviet Union pulled ahead, launching two satellites, *Sputnik 1* and *Sputnik 2*, into space in 1957. The U.S. needed a plan to catch up. The National Aeronautics and Space Administration (NASA) was formed to put an astronaut into space. John Glenn would be that astronaut.



John Glenn in 1998

The mission to get a manned spacecraft into orbit was called Project Mercury. Scientists at NASA raced to get a spacecraft ready for launch, but the Soviet Union beat the U.S. again when Yuri Gagarin, a Soviet cosmonaut, orbited Earth in 1961. Ten months later, Glenn climbed aboard the 10-foot-long *Friendship 7* and became the first American to circle Earth in a spacecraft. The U.S. had finally caught up with the Soviet Union in the space race.

Glenn's flight lasted only 4 hours, 55 minutes, 23 seconds from liftoff to touchdown back to Earth. During that time, Glenn orbited Earth three times. It was a historic mission. However, this was not the end of the space race. The next step was getting the first person on the moon. Glenn worked on the cockpit layout and control functions on the Apollo Project. His efforts helped get U.S. astronaut Neil Armstrong to the moon on July 20, 1969.

Glenn was already a hero when he served his country as a fighter pilot in World War II, but at NASA, he was a hero to science. After leaving NASA, Glenn served his country as a U.S. senator. Then in 1998, at age 77, Senator Glenn would get his chance to help science again.

In 1962 an Atlas rocket carried John Glenn and *Friendship 7* into space.



Discovery Mission

NASA scientists needed to find out the best way to study the effects of aging on the body. They needed a qualified older astronaut who was healthy enough to make the trip. That person would also launch a spacecraft to study the heat and winds surrounding the sun. Again, Glenn was chosen.

On board the STS-95 *Discovery*, Glenn wore monitors on his chest and head to measure changes in his heartbeat and brain waves. As people grow older, they experience physical problems, such as loss of balance and muscle tone. The conditions in space have similar effects on astronauts. Because John Glenn wore monitors, scientists today can study the **historical** data of his trip. This data helps scientists understand aging better.

Ready, Set, Blast Off!

Glenn wasn't **automatically** accepted for the 1998 mission. First, he had to pass physical tests to make sure he was healthy enough. Then he had months of preparation. One of the **requirements** was the ability to save himself in case of an emergency. Glenn admits that he was creakier than the rest of the crew. "I don't bend in the same directions they bend," he said.

Glenn (third from left) and his *Discovery* crewmates



Studying an Aging Astronaut

TIME
FOR KIDS

1962



1998



JOHN GLENN

Height:	5 feet 10 inches	5 feet 10 inches
Hair color:	Red	White
Age:	40	77

THE SPACECRAFT

Name:	<i>Friendship 7</i>	<i>Discovery</i>
Crew size:	1	7
Windows:	1	10
Computers:	0	5
Weight:	4,256 pounds	153,819 pounds

THE MISSION

Name:	Mercury 6	STS-95
Launch date:	February 20, 1962	October 29, 1998
Duration:	4 hr. 55 min. 23 sec.	8 days 21 hr. 44 min.
Distance flown:	75,679 miles	3,680,000 miles

As Glenn got ready to board *Discovery*, thousands of excited fans cheered him on. Among them were Daniel and Zach Glenn, the astronaut's grandsons. "It's a little scary," admitted Dan, 16, "but pretty neat that he went up so long ago and is going up again." Zach, 13, said, "He is a great guy and a really nice grandpa. He's an American hero." There's no **dispute** about that.

Think and Compare



1. What problem did the U.S. face with the space program in 1961?
2. In what three ways did John Glenn serve his country?
3. Why do you think John Glenn is described as a hero?
4. How does each of these selections relate to the theme of "good citizens"?



Test Strategy

Think and Search

The answer is in more than one place. Keep reading to find the answer.



Who Is Uncle Sam?



He has a long white beard. He wears a tall hat and a red, white, and blue suit. He is Uncle Sam, and he is a symbol of the U. S. government. Is Uncle Sam a made-up cartoon character? Or is he based on a real person?

One idea is that Uncle Sam was named after a man named Samuel Wilson. During the War of 1812, Wilson sold meat to the U.S. Army. The meat was packed in barrels stamped with the letters *U.S.* Some people joked that *U.S.* stood for “Uncle Sam” Wilson.

In 1838 Thomas Nast created a picture of Uncle Sam. Nast drew political cartoons. In these cartoons, Uncle Sam has a beard. Samuel Wilson, who didn’t have a beard, was probably not Nast’s model.

By 1916 the United States was at war again. James Flagg painted a poster to get people to join the Army. On it, a determined-looking Uncle Sam points and says, “I WANT YOU.” To this day, Uncle Sam is a symbol for American strength and determination.



Uncle Sam was already a well-known symbol of the United States when he appeared on this World War I recruiting poster.



Directions: Answer the questions.

1. Why is Uncle Sam a symbol of the U.S. government?

- A** Government leaders look like him.
- B** He was created long ago.
- C** He looks determined, and he wears red, white, and blue.
- D** His picture appears on the U.S. flag.

2. James Flagg created his Uncle Sam poster for

- A** meat-buyers for the U.S. Army.
- B** people who did not live in the United States.
- C** people who could help fight the war.
- D** newspaper reporters.

3. Which statement BEST summarizes the main idea of the article?

- A** Uncle Sam provided meat for the U.S. Army.
- B** Uncle Sam was definitely a real person.
- C** Uncle Sam is a famous United States symbol.
- D** Government property is stamped with Uncle Sam's picture.

4. Why is it hard to prove that Uncle Sam was named after Samuel Wilson?

5. How do you think Thomas Nast chose Uncle Sam's costume? Explain why he chose the colors and design. Use details to support your response.

Tip

Keep reading.
The answer is
in more than
one place.

Write to a Prompt

Imagine that you go to the playground and find someone making fun of a new kid. The new kid, Juan, speaks only Spanish. He looks sad and scared.

Write a story of at least three paragraphs about what you do and say that shows good citizenship.

Tell what happens next.



I put events in order to organize my writing.

Juan, Grant, and Me

Juan just came to our school. I can talk to him in Spanish, but he doesn't speak English very well yet. When I got to the playground, Grant was saying mean things to Juan. Grant seemed mad. Juan looked scared.

I didn't like what Grant was doing. I said, "Grant! Knock it off! Why are you being so mean?" Grant stopped, but he still looked mean. "Juan is a really good guy, and he's great at soccer," I said. Grant stopped frowning. He knew that we needed another player for our team.

Juan smiled at me. "Gracias," he said.

"De nada," I said. Then I kicked the ball toward him. Juan got the ball and kicked it to Grant. We all had a great time after that.

Writing Prompt

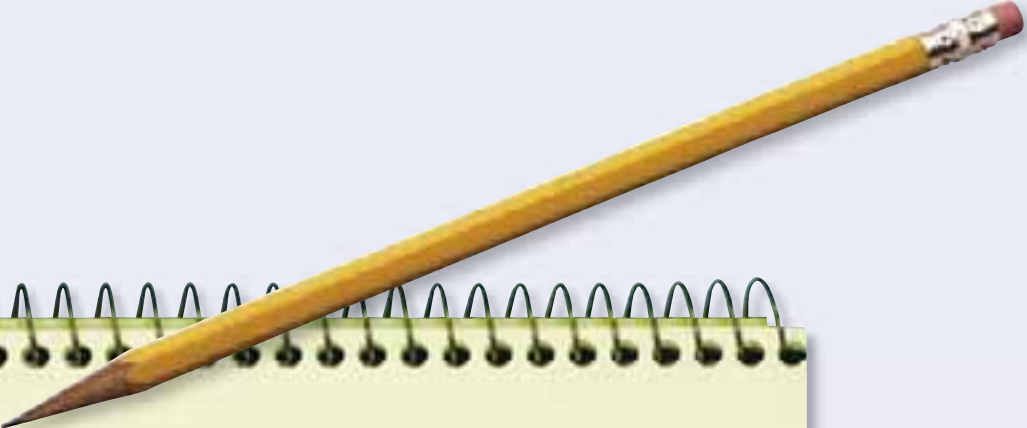
Being a good citizen can mean a lot of different things. Think about what it means to you. Then write a story that tells how someone learned what being a good citizen means. Your story should have at least three paragraphs.

Writer's Checklist

- ☒ Ask yourself, who will read my story?
- ☒ Think about your purpose for writing.
- ☒ Plan your writing before beginning.
- ☒ Use details to support your story.
- ☒ Be sure your story has a beginning, a middle, and an ending.

Writing Prompt

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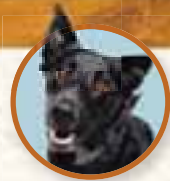
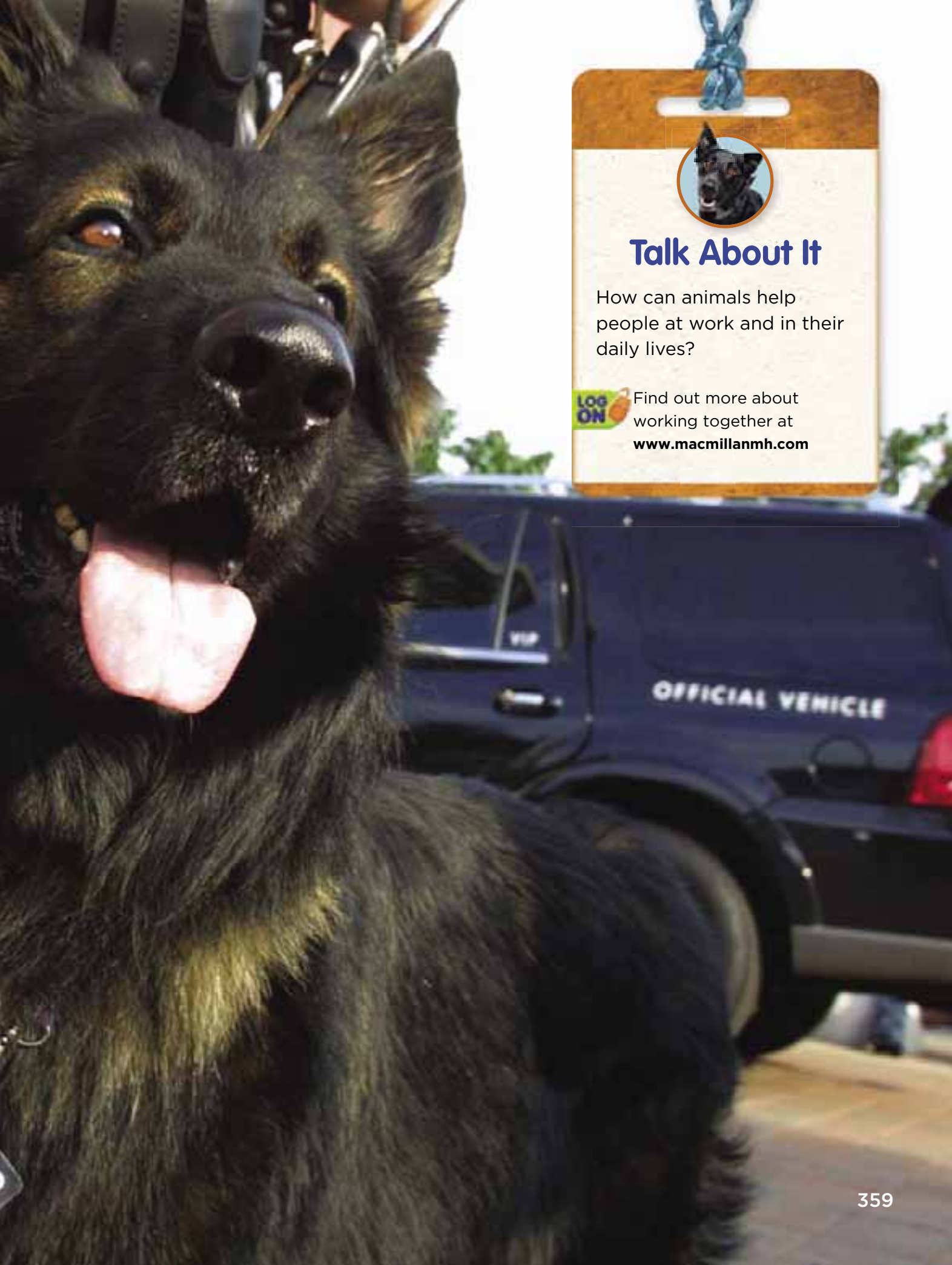


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- 



WORKING TOGETHER



Talk About It

How can animals help people at work and in their daily lives?



Find out more about working together at www.macmillanmh.com

Dogs for the Deaf

Vocabulary

strolled	official
pitiful	sleek
sleepy	grace
crouch	

Word Parts

Suffixes are word parts at the end of words that change words' meanings.

sleep + y = *sleepy*

Sleepy means in need of sleep.



by MaryAnn Delgado

When a fire alarm goes off, you know it! The sound alerts you to danger. What if you were deaf? How would you know if an alarm went off, or if someone knocked on your door? If you took a walk and **strolled** across a busy street, you wouldn't hear if a car beeped at you. A signal dog could help you with all of these things!

Helping Ears

Signal dogs are also called hearing ear dogs. They help people who are deaf by acting as their owners' "ears."

They know what to do when they hear certain sounds. These dogs can learn up to eight sounds, including sounds from sirens, doorbells, and crying babies.

How They Help

Babies cry at night for many reasons. They might be hungry, lonely, or wet. When they cry, the sound is **pitiful**! Even extremely **sleepy** parents will wake up quickly to help. But what if a mom and dad can't hear? That's when a signal dog can help.

The dog can quickly wake his owner. He might nudge him with his nose, or pull at his night clothes. When his owner wakes up, the dog runs to the baby. The dog may **crouch** down near the crib. If his owner doesn't follow, the dog does it again.

The dog will run back and forth until his owner takes action. A signal dog does different things for each sound it knows.

Kinds of Dogs

There is no **official** kind of hearing ear dog. Many sizes and breeds can be trained. Some dogs are short and fluffy. Others are tall, thin, and **sleek**. They may not all move with beauty and **grace**, but all signal dogs are smart!

Large dogs are better in public places because they won't get stepped on. Small dogs, however, can jump in your lap. Why is that important? Because signal dogs are more than just "ears." They are also friends.



Reread for Comprehension



Monitor Comprehension

Author's Purpose

As you read, remember to monitor your comprehension. To help check your understanding of an article, think about the author's purpose.

An Author's Purpose Chart helps you identify clues to the author's purpose and helps you understand what you read. Reread the selection to learn the author's purpose.

Clues

↓

Author's Purpose

Comprehension

Genre

A **Biography** is the story of a person's life that is written by another person.



Monitor Comprehension

Author's Purpose

As you read, use your Author's Purpose Chart.

Clues

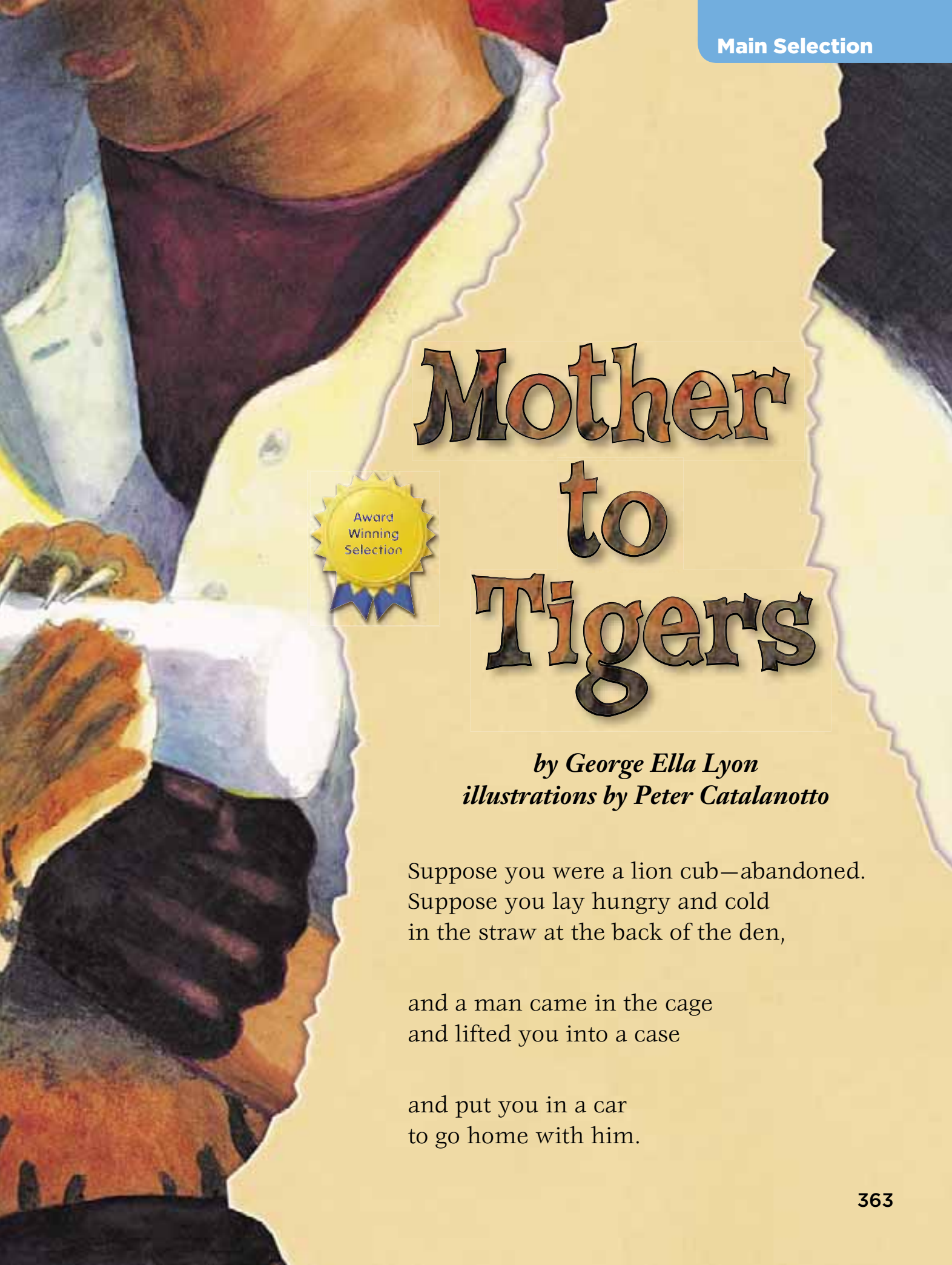
↓

Author's Purpose

Read to Find Out

Why does the author call Helen Martini “mother to tigers”?





Mother to Tigers



by George Ella Lyon
illustrations by Peter Catalanotto

Suppose you were a lion cub—abandoned.
Suppose you lay hungry and cold
in the straw at the back of the den,

and a man came in the cage
and lifted you into a case

and put you in a car
to go home with him.



Suppose a woman bathed you.
Suppose she warmed milk on the stove
and poured it in a bottle
and put you on a pillow in her lap
to drink till you were full and **sleepy**,

then put you in a box that would be your bed
in a kitchen that would be your home

till you got big enough to roam the apartment,
stalking the sofa, pouncing on the chairs,
till you outgrew a human's house
and went home to the Bronx Zoo.

Your name would be MacArthur,
and the woman who saved you,
Helen Frances Theresa Delaney Martini.



Author's Purpose

Why does the author tell
about the lion cub?





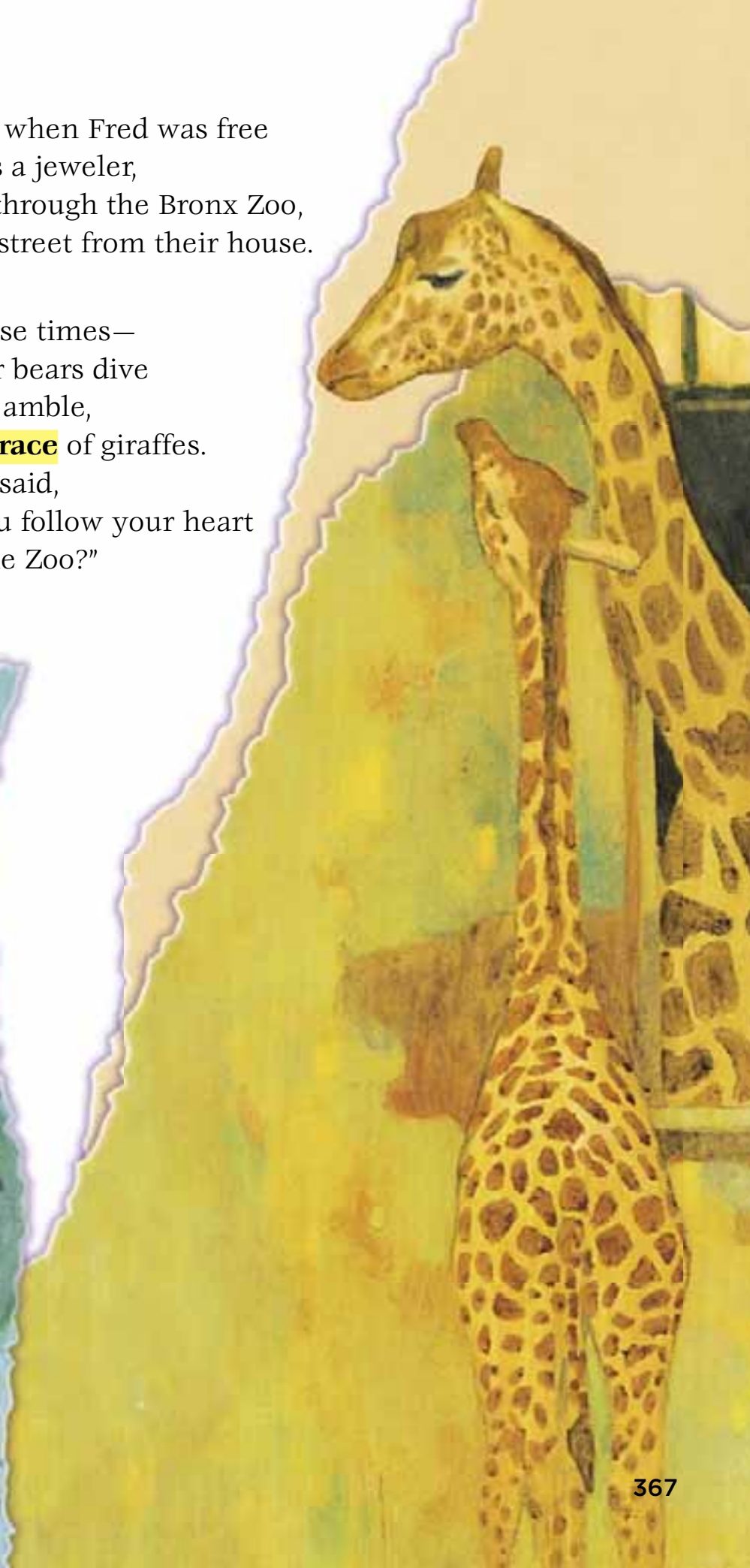
Helen never planned to raise cubs.
She and her husband, Fred, wanted children.
But their first baby died,
and doctors said she couldn't have more.

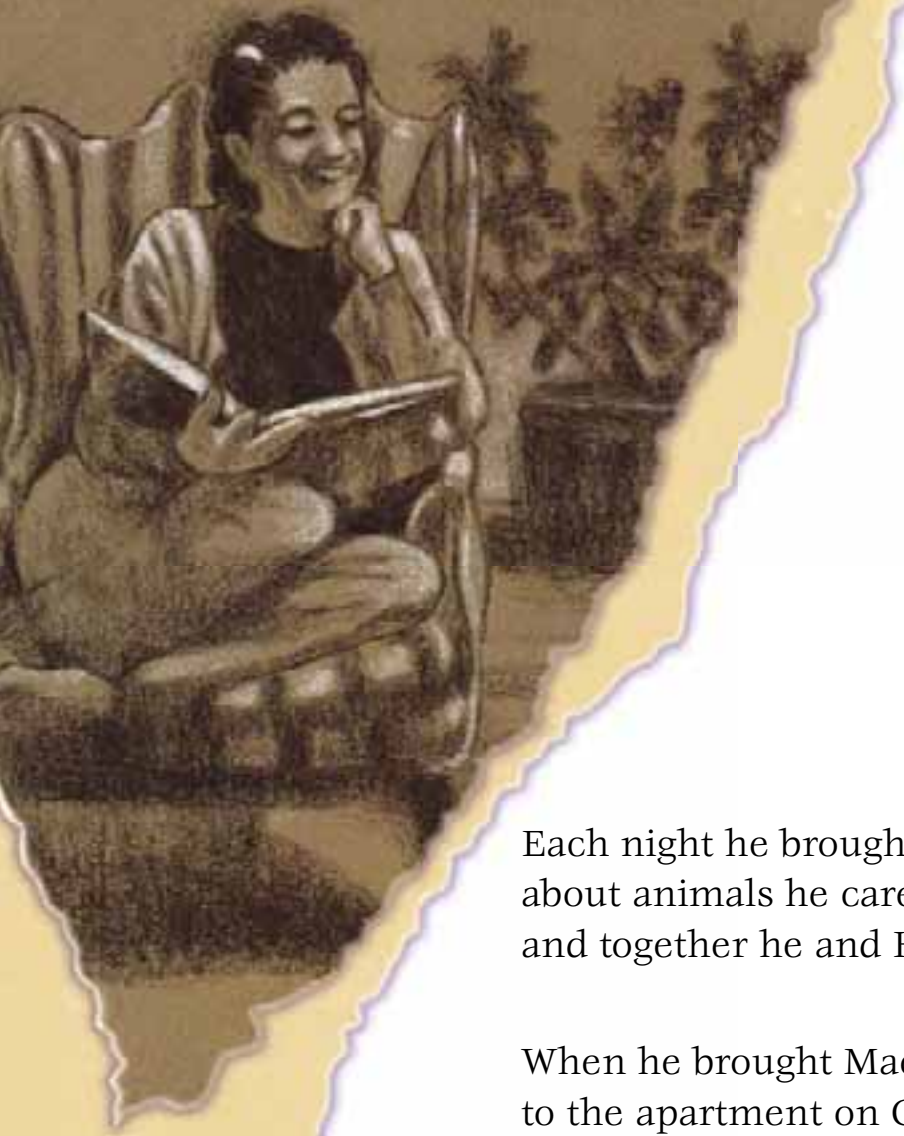
To ease their hurt hearts,
they collected pets: a parrot, a dog,
a starling, and twelve canaries.

Before long, their little apartment
was full of song and feathers.

On weekends, when Fred was free
from his job as a jeweler,
they **strolled** through the Bronx Zoo,
just down the street from their house.

Fred loved those times—
watching polar bears dive
and elephants amble,
studying the **grace** of giraffes.
Finally Helen said,
“Why don’t you follow your heart
and work at the Zoo?”
So he did.

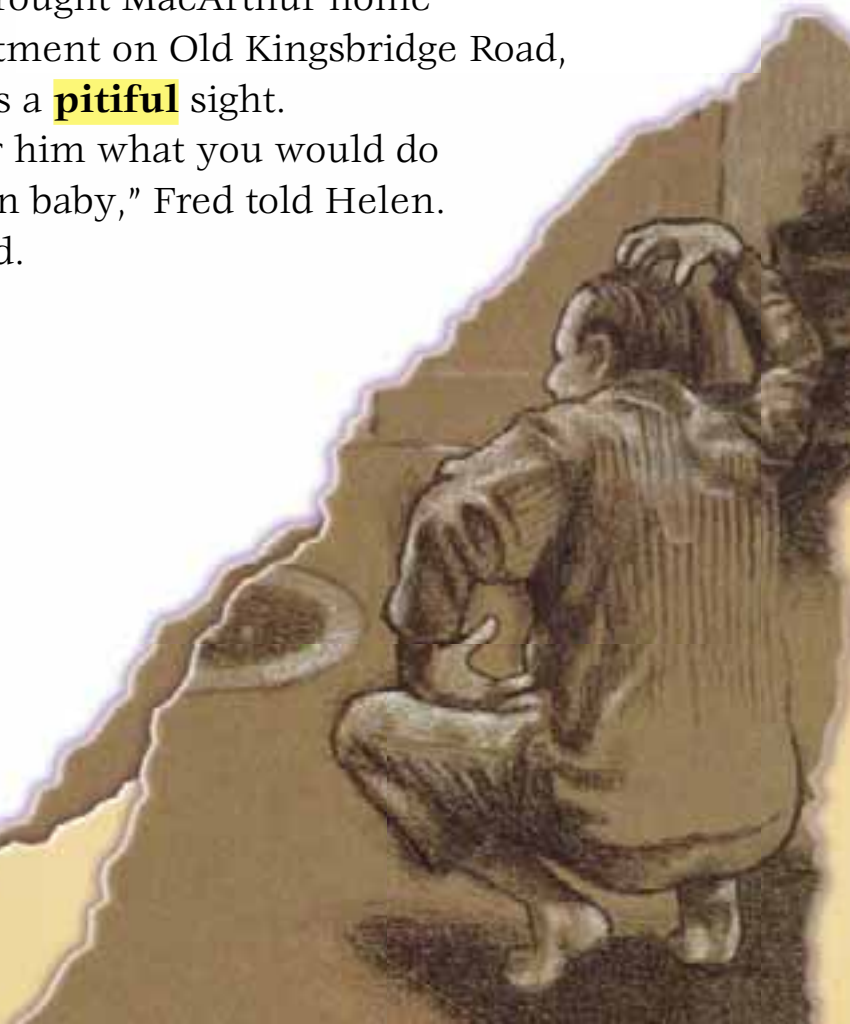




Each night he brought home questions
about animals he cared for,
and together he and Helen would read and learn.

When he brought MacArthur home
to the apartment on Old Kingsbridge Road,
the cub was a **pitiful** sight.

"Just do for him what you would do
for a human baby," Fred told Helen.
And she did.



After MacArthur
came Dacca, Rajpur, and Raniganj,
a litter of Bengal tigers.

Rajpur was so cold and thin,
Helen thought he might die,
but she put him on a heating pad
and sat by him for hours
moistening his mouth with milk.
At last he gave a weak cry.
Helen almost cried too.

Feeding three was a challenge!
Helen wished she were an octopus.
But before long those scrawny babies
were **sleek**, fat cubs, ready to romp.



Once, washing clothes in the bath,
Helen heard Raniganj crying.
His head was caught behind a pipe.
While she ran to the rescue,

Rajpur and Dacca discovered the tub.
Crouch ... leap ... *splash!*
Tigers love water.

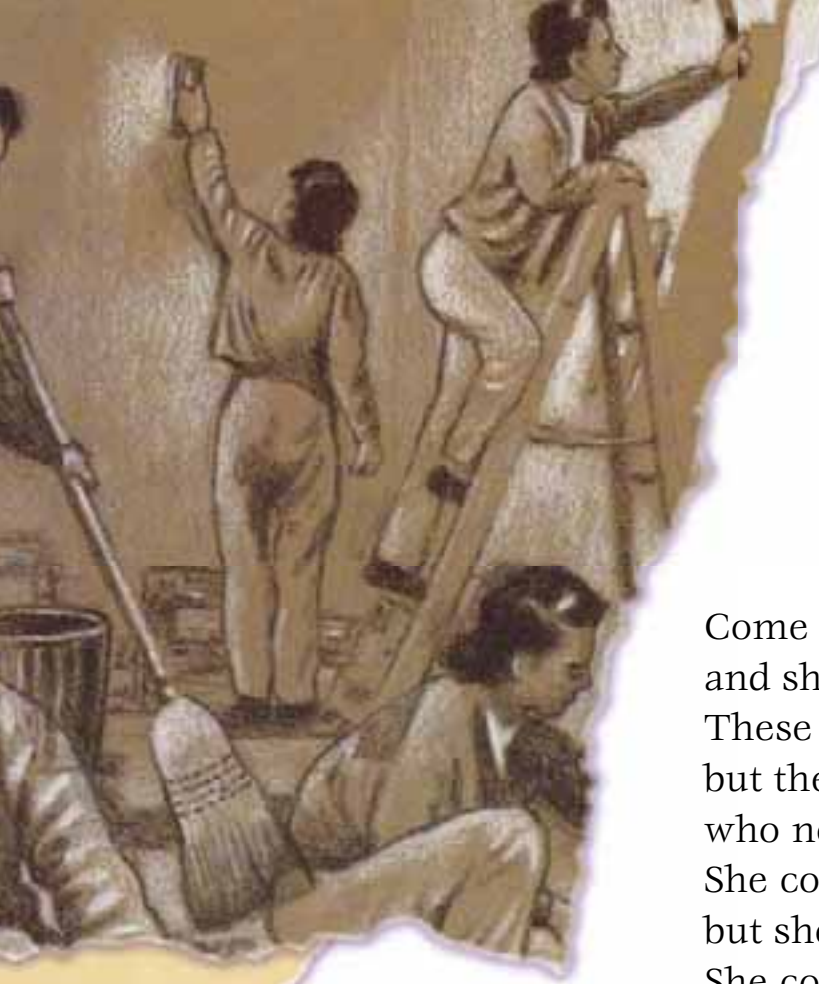




When the striped trio
had to go back to the Zoo,
they still needed their bottles,
so Helen brought a hot plate
and set up a little kitchen
in the sleeping room
at the back of their cage.

The first night, she and Fred
ate their dinner there too.
Helen didn't want to leave
till her cubs were fast asleep.





Come daybreak, she was back
and she was thinking:
These tigers will grow up,
but there will always be zoo babies
who need special care.
She couldn't take all of them home,
but she could bring home to them.
She could start a nursery at the Zoo!

"Just give me a room," she said
to Mr. Crandall, the man in charge.
"I'll do all the work."
And she did.

She cleaned and plastered a storeroom,
which she painted pink and blue.

Then she begged, borrowed, and bought
everything she needed.

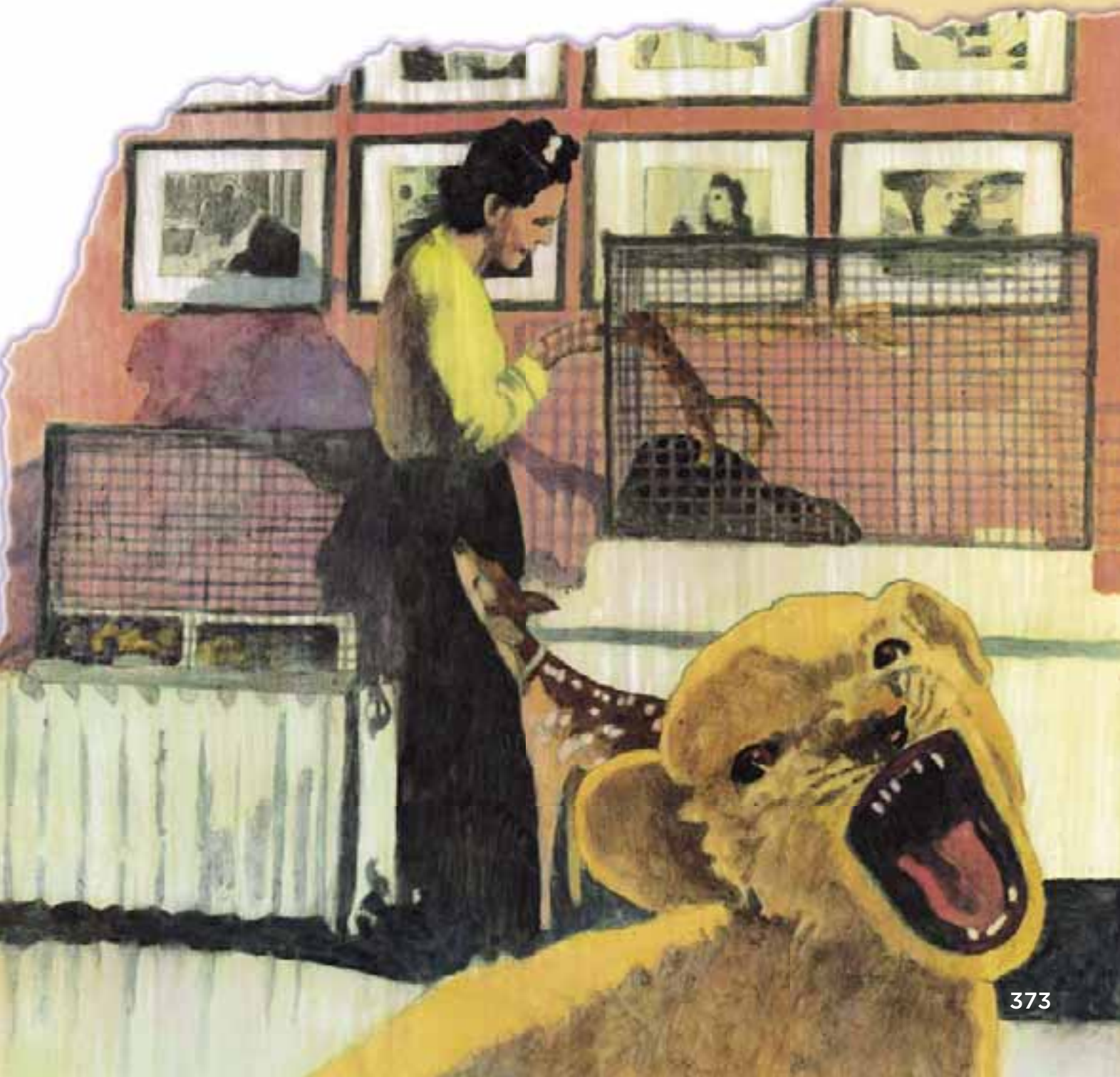


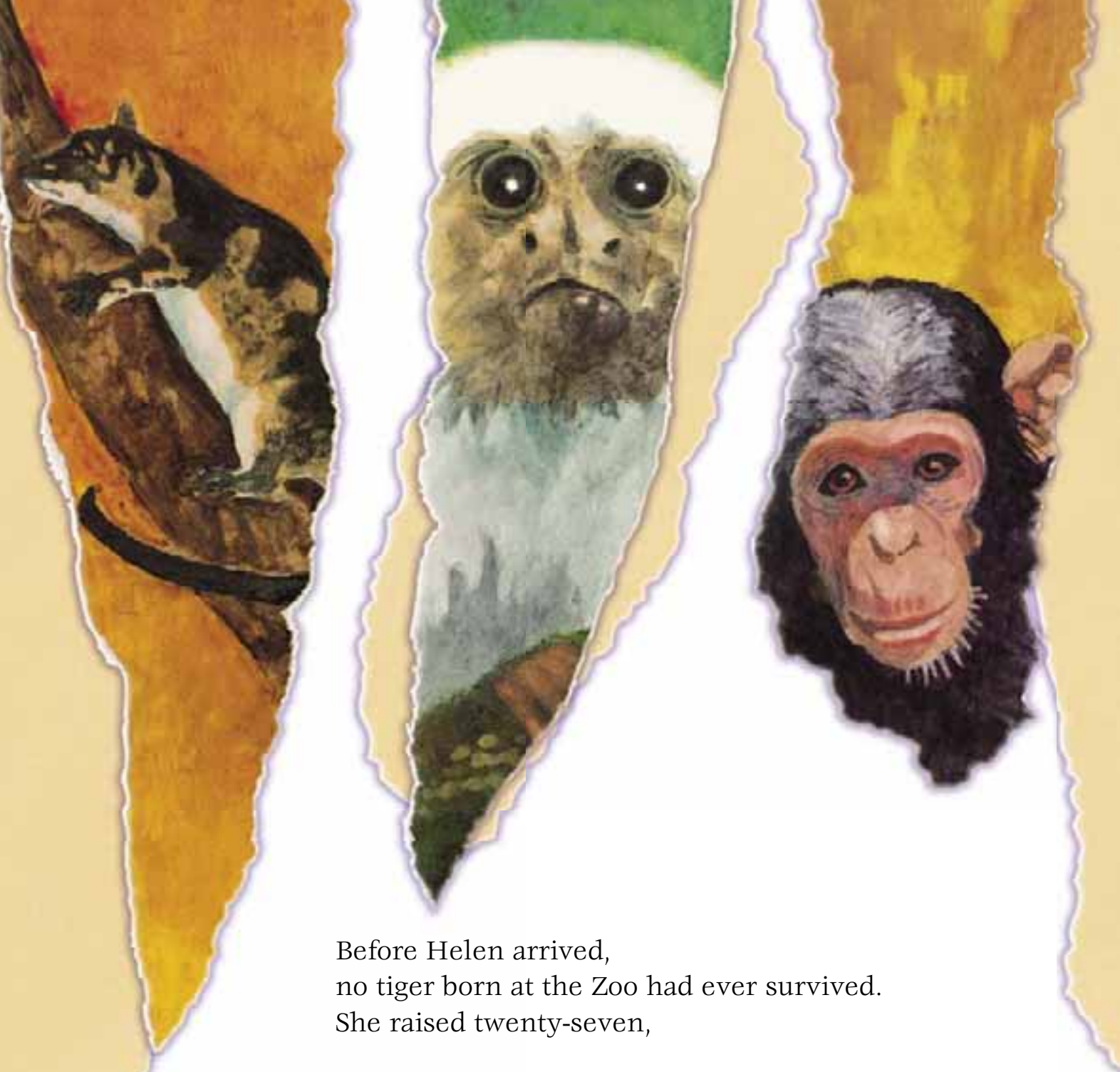
Author's Purpose

Why did the author
write about Helen?

Starting out, she didn't get paid,
but that wasn't what mattered.
She was following her heart,
and her nursery filled up quickly.

Soon it was **official**:
She was the first woman keeper
in the history of the Bronx Zoo.





Before Helen arrived,
no tiger born at the Zoo had ever survived.
She raised twenty-seven,

along with yapoks and marmosets,
gorillas and chimpanzees,
deer and ring-tailed lemurs.

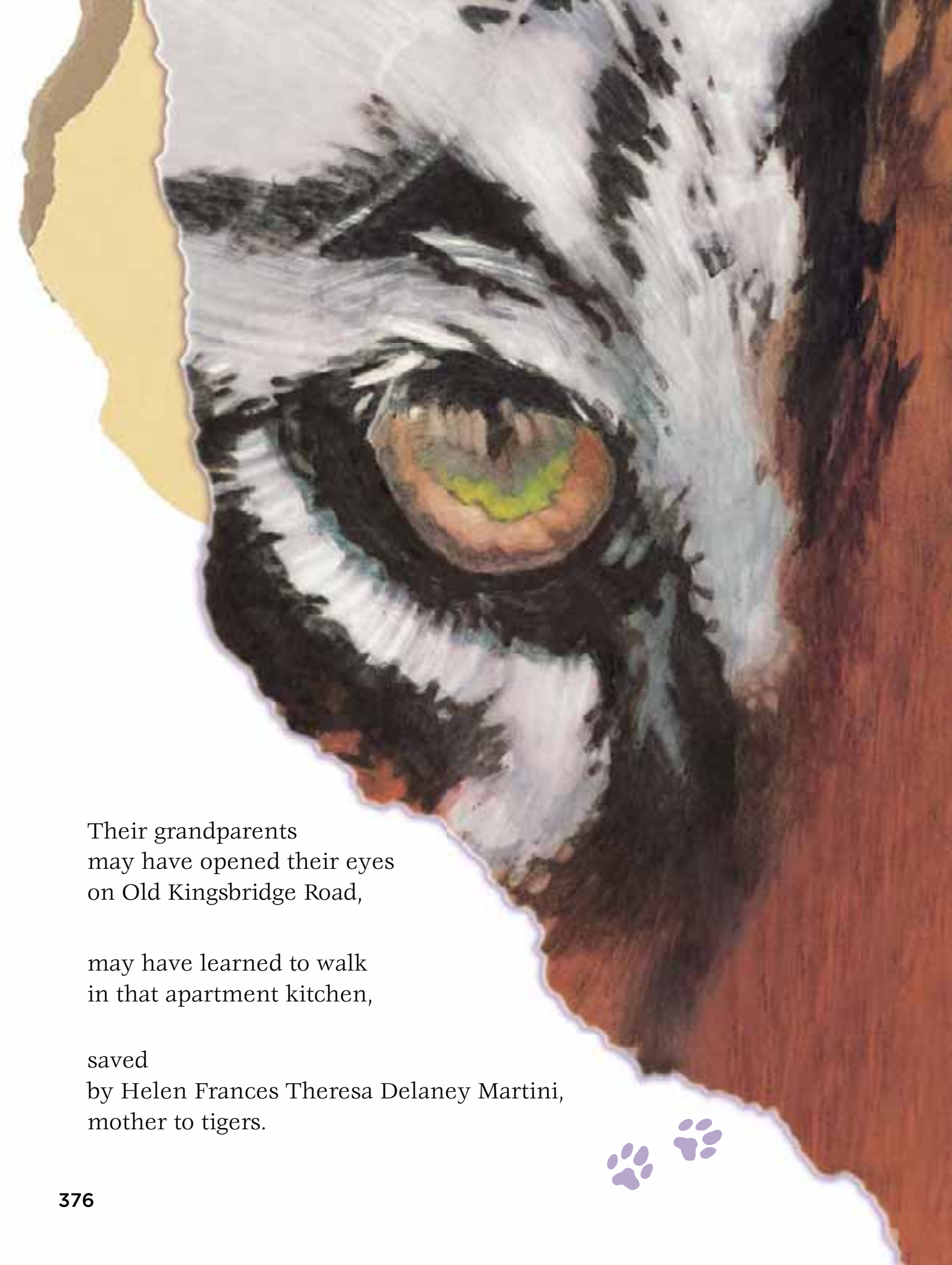
She still took cubs home, too:
lions, tigers,
jaguars, and a black leopard.





Helen's cubs had cubs
that were sent to zoos
all around the world.
The idea of the nursery spread too.

So, wherever you live,
when you go to the zoo,
look hard at the mighty cats.



Their grandparents
may have opened their eyes
on Old Kingsbridge Road,

may have learned to walk
in that apartment kitchen,

saved
by Helen Frances Theresa Delaney Martini,
mother to tigers.





Roar with George and Peter



AUTHOR

George Ella Lyon first learned about Helen Martini when she was 10 years old. She read Helen's book and began to think about becoming a zookeeper. The next year, George Ella was lucky enough to take a trip to New York and visit the Bronx Zoo. She did not get to meet Helen, but she did see some of her cats.



ILLUSTRATOR

Peter Catalanotto had a lot of practice to illustrate this book. When he was a boy, he spent most of his time down in his basement drawing animals. Today Peter illustrates books by other people and has written some of his own books.

Other books by George Ella Lyon: *Come a Tide* and *Mama Is a Miner*



Find out more about George Ella Lyon and Peter Catalanotto at www.macmillanmh.com

Author's Purpose

Which parts of this biography by George Ella Lyon did you find most informative? Did she also write to entertain readers? Explain.



Comprehension Check



Summarize

Use your Author's Purpose Chart to help you summarize *Mother to Tigers*. Describe why the author thought Helen Martini was interesting enough to write a book about.

Clues

↓

Author's Purpose



Think and Compare

1. The author states that no tiger born at the zoo had ever survived before Helen Martini arrived. Why do you think the author included this information? **Monitor Comprehension: Author's Purpose**
2. Reread page 369. Why do you think Helen almost cried when Rajpur cried? **Analyze**
3. How would you apply what you have learned in caring for animals of your own? Explain your answer. **Apply**
4. How important is it for zoos to have an **official** person to take care of baby animals and help them to survive? Explain. **Evaluate**
5. Read "Dogs for the Deaf" on pages 360-361. Compare it with *Mother to Tigers*. Compare how animals and humans help each other in each story. Use details from both selections in your answer. **Reading/Writing Across Texts**

Language Arts

Fables are stories that teach a lesson and often have animal characters that talk and act like people.



Literary Elements

Personification means giving human characteristics to an animal or thing.

A **Moral** is the lesson a fable teaches. The reader can apply it to his or her own personal experiences.

Mouse is speaking and trying to solve a problem. These are both examples of personification.

THE LION AND THE MOUSE

retold by Max McGee

More than anything else in the world, Lion liked being King of the Jungle. He strutted all around, showing off his impressive, shaggy mane.

Each day Lion took a long, lazy nap under the shade of his favorite tree. He always dreamed of weaker jungle creatures bowing before him.

One day Mouse scurried through the jungle and tripped over Lion's huge paws.

Lion woke up with a start. "How dare you wake me up!" he roared furiously.

Lion grabbed Mouse with one paw. "On second thought, I'm in the mood for a snack, and you'll make a delicious morsel," he said.

Mouse cried out, "King Lion, please spare me! If you let me live, I will always remember your kindness. And, some day, I might be able to help you."

“How could such a powerless little mouse ever help me?” That thought made Lion laugh so much that he decided to let Mouse go. A week later, Lion was strutting through the jungle on the way to his napping tree when he stepped onto a hunter’s net. The net scooped him up. No matter how he twisted and turned, he couldn’t escape.

When Mouse heard Lion’s frightened roars, he raced to help. Mouse quickly chewed through the ropes to make a hole in the net. Soon, Lion crawled out and was free.

Lion looked down at the little mouse. “Thank you for saving my life,” said Lion, smiling his widest smile. “I was mistaken. You are not a powerless little mouse. You are a great friend!”

Moral: Even the small can show great strength.



Connect and Compare



1. What do you know about Lion from the way he is personified? **Personification**
2. How does Mouse’s behavior at the end demonstrate the fable’s moral? **Analyze**
3. Compare the lion in this fable with the cubs in *Mother to Tigers*. How are their problems similar? How are their problems different? **Reading/Writing Across Texts**



Find out more about fables at
www.macmillanmh.com

Write an Article

Writer's Craft

A Strong Opening

An interview can be written as an informative article. Begin with a **strong opening**. You may use a description, a question, or a quote from the person who was interviewed.

I interviewed my neighbor George. I used my notes to write this article.

I used a quote to create a strong opening.



Talking with George Chan About Finding a Pet

by Trisha M.

George Chan, the Clifton Animal Shelter's director, says, "Many animals are at the shelter because some people buy a cute pet, but later they learn how much work it is to care for that pet." First, George's job is to find a new owner who can carefully care for the pet. Then, the pet and the person are both happy! Finally, George is happy, too.



Your Turn

Interview someone about a topic that interests you. Start by preparing a list of questions. During the interview, ask your questions and write down the answers. Then use your notes to write one or two paragraphs about the interview. Begin with a strong opening. Use the Writer's Checklist to check your writing.



Writer's Checklist

- ☐ **Ideas and Content:** Will the reader be drawn in by my **strong opening**? Did I include an interesting quotation?
- ☒ **Organization:** Did I start with a topic sentence and follow it with supporting details?
- ☒ **Voice:** Does my writing have interesting details?
- ☒ **Word Choice:** Did I choose active verbs?
- ☒ **Sentence Fluency:** Did I vary my sentences?
- ☒ **Conventions:** Did I use commas after introductory words? Did I use adverbs that tell when and where? Did I check my spelling?

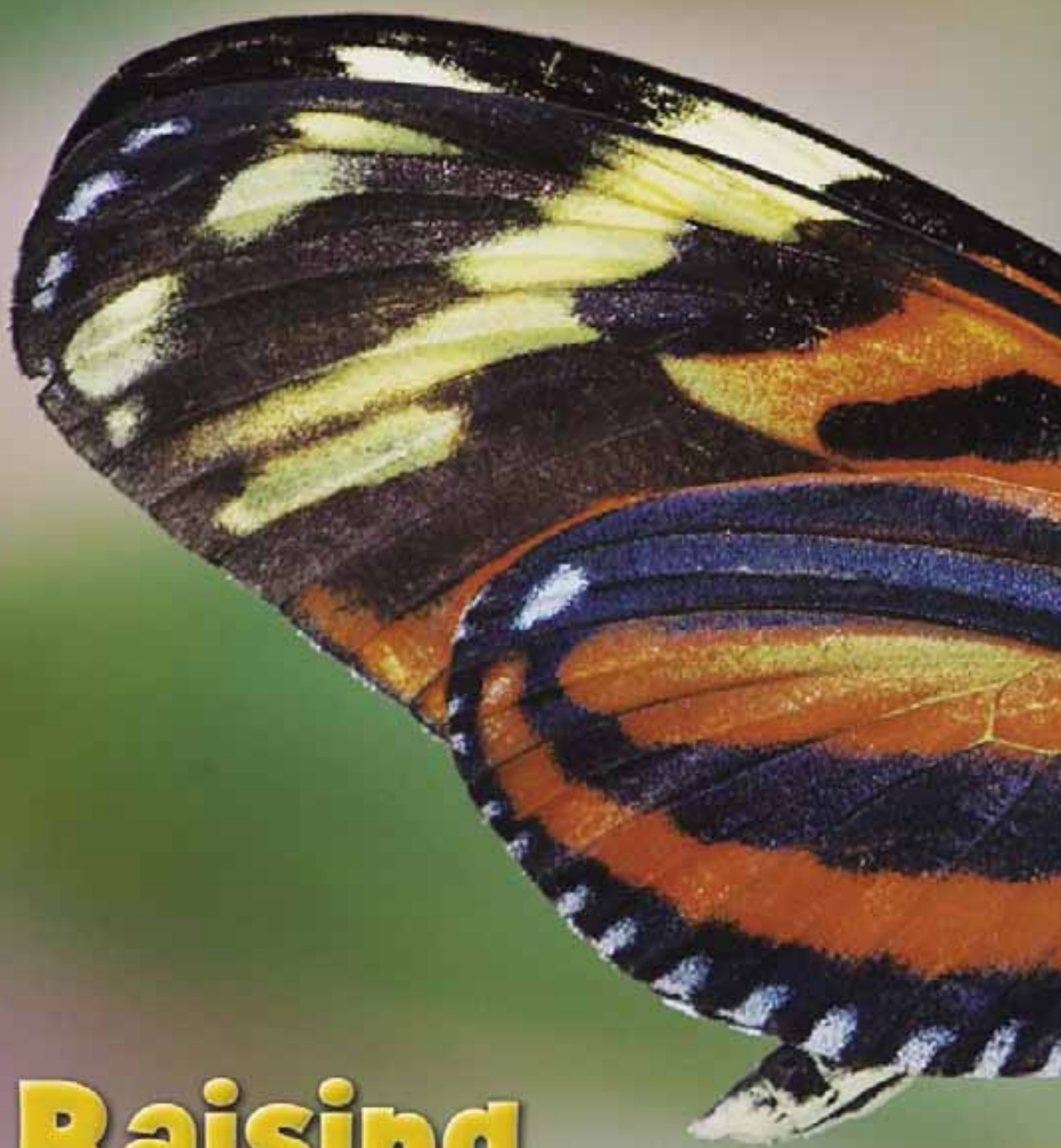
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Raising Butterflies



Talk About It

Butterflies are born on their own in nature. How can people help them grow?



Find out more
about butterflies at
www.macmillanmh.com

Save Our Butterflies

by Sean Bryant

Vocabulary

disappear	supply
protect	capture
harming	enclosure
involved	



Dictionary

Multiple-Meaning Words

have more than one meaning. Use a dictionary to find the correct meaning of the word *enclosure* in the last paragraph.

Scientists who study insects believe that something is happening to our butterflies. They say that 30 years ago, there were about twice as many butterflies as there are today. Where have all the butterflies gone?

The Problem

No one hurts butterflies on purpose. Still, scientists think that people have caused the butterfly problem. Butterflies find their food in wildflowers. When people clear the land for roads and buildings, these flowers **disappear**.

Some insects eat and destroy farmers' crops. Farmers use pesticides, or poisons, to get rid of harmful insects. Pesticides **protect** crops, but sometimes end up **harming** helpful insects such as caterpillars. Caterpillars turn into butterflies. This is another reason there are fewer butterflies now than in the past.



How to Help

Luckily, there are ways that kids and grownups can help. Do you want to get **involved** and help save our butterflies?

One thing you can do is plant a garden. Make sure the garden has a good **supply** of the food butterflies eat when they are caterpillars. Different kinds of caterpillars eat different plants. Monarch butterfly caterpillars eat milkweed. Black swallowtail caterpillars eat parsley, dill, or carrot leaves. Find out what kind of butterflies live in your area and plant the kinds of food they eat as caterpillars. Make sure that pesticides are not used nearby.



One More Thing

Some kids like to **capture** butterflies with nets. Then they put them in a jar or other **enclosure**. Unfortunately, it is easy to hurt a butterfly when you catch it. Its wings are torn easily. Instead, enjoy these beautiful insects from a distance.



Reread for Comprehension

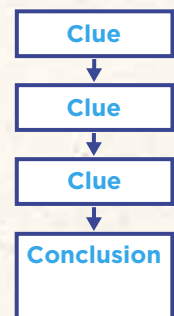


Monitor Comprehension

Draw Conclusions

Authors don't always tell readers everything. Good readers use clues from an article and what they already know to better understand what they read.

A Conclusion Map helps you find clues to information that is not stated and helps you monitor your understanding. Reread the selection to draw a conclusion about why planting a garden can save butterflies.



Comprehension

Genre

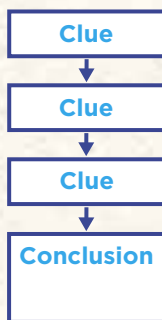
A **Nonfiction Article** gives information about real people, places or things.



Monitor Comprehension

Draw Conclusions

As you read, use your Conclusion Map.



Read to Find Out

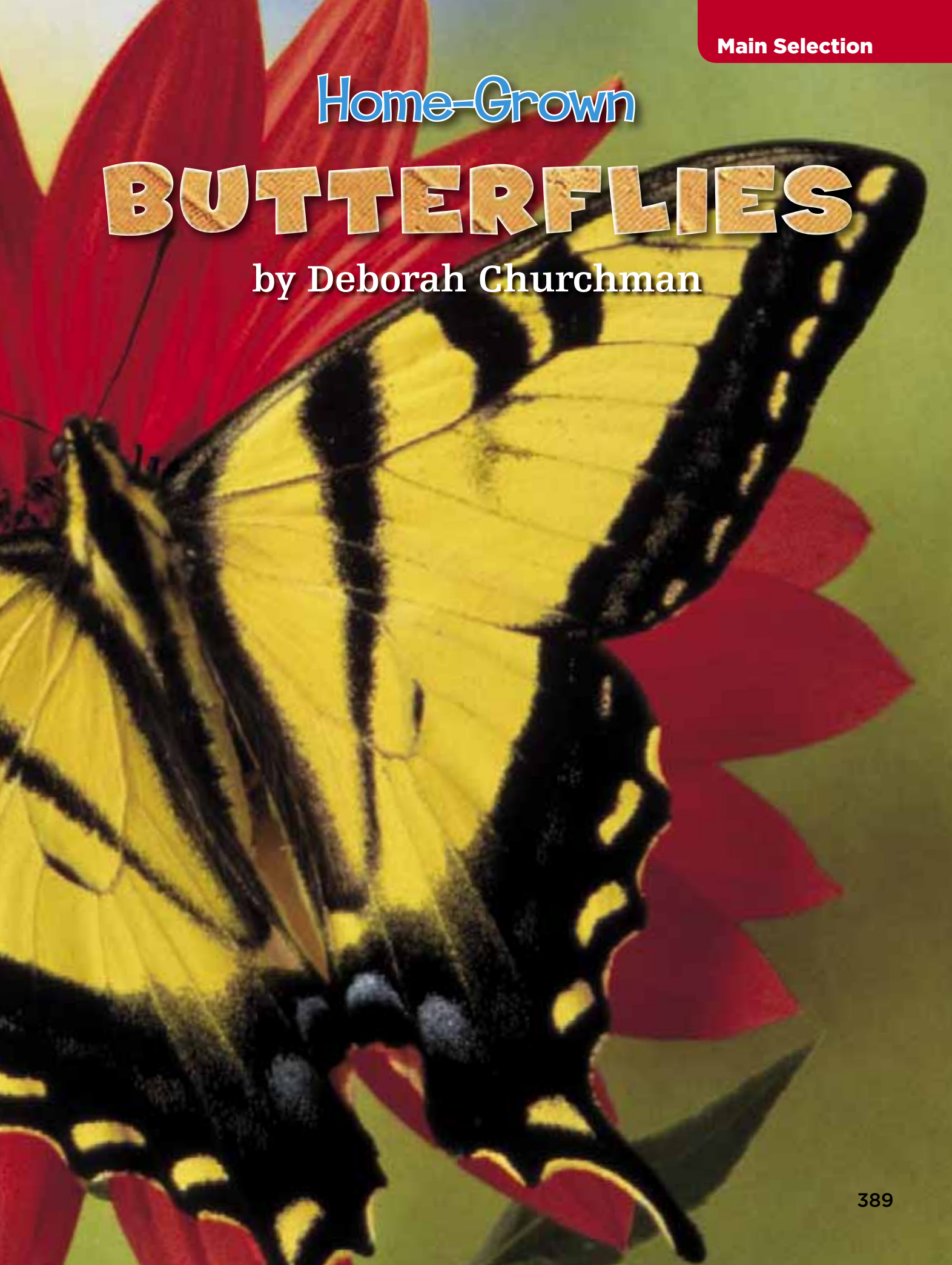
How has growing butterflies helped the community?



Home-Grown

BUTTERFLIES

by Deborah Churchman



People in Barra del Colorado, a village in Costa Rica, had a big problem. For many years, the villagers had caught fish for a living. But then, because of pollution and overfishing, the fish began to **disappear**. Soon it became hard for the people to catch enough fish to feed to their families and sell for money. What could they do?

The village is on the edge of a beautiful rainforest. One thing the villagers could have done was chop down the trees. Then they could have sold the wood and farmed the land. They would have made money but destroyed the rainforest.

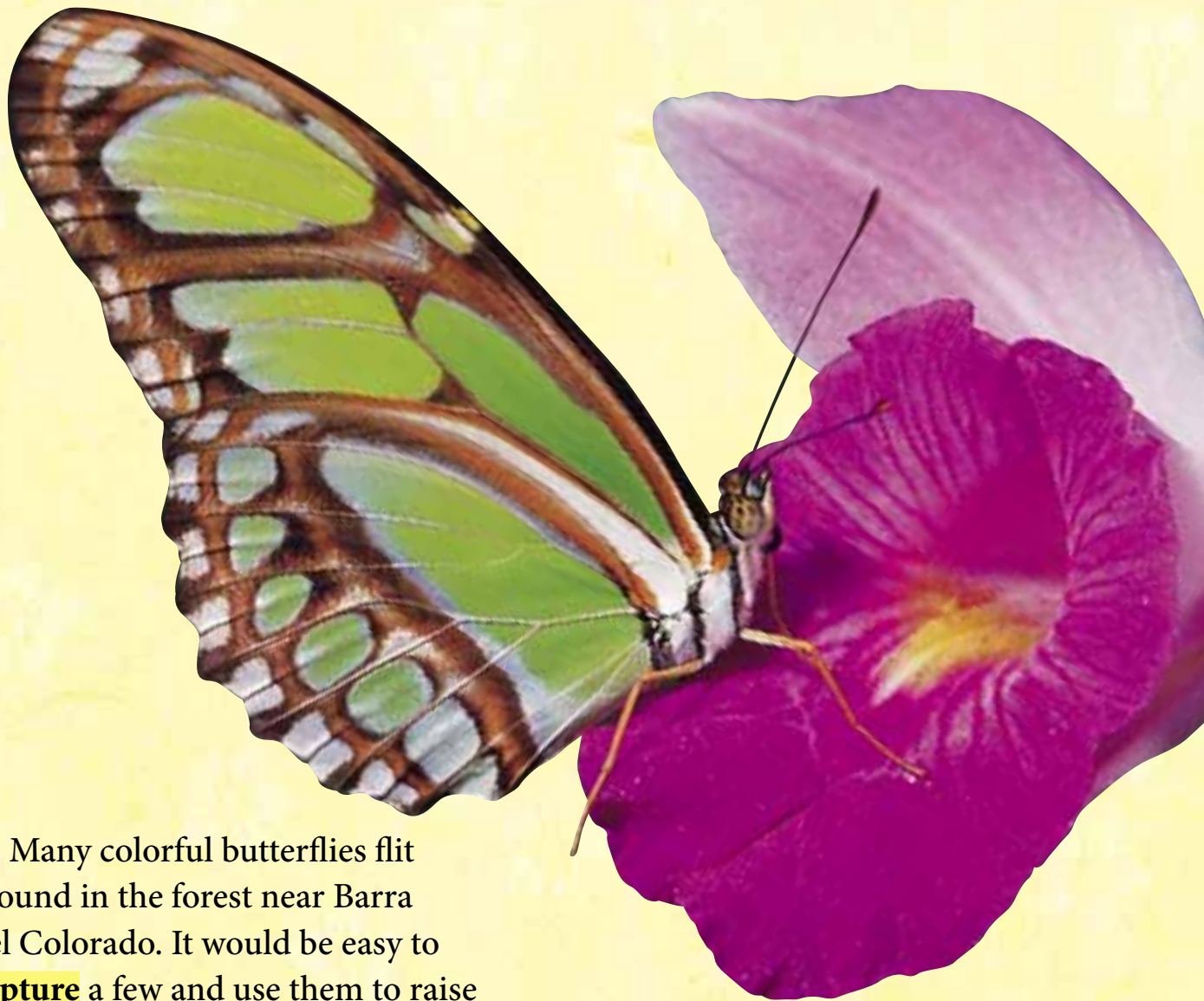
A scientist named Brent Davies had another idea about how the villagers could use the rainforest. And it would keep the forest alive. The villagers could raise and sell *butterflies*.



▶ School children in Barra del Colorado are now experts at spotting caterpillars.

▼ Brent Davies and local students admire a sign that notes—in Spanish and English—they are raising insects.





Many colorful butterflies flit around in the forest near Barra del Colorado. It would be easy to **capture** a few and use them to raise many more.

Brent knew that butterfly zoos around the world would pay for farm-raised butterflies. If the villagers could make money by selling them, they'd have a good reason to **protect** the insects' rainforest home. After all, without the forest, there would be no wild butterflies to capture. And without a steady **supply** of wild butterflies, the farm would fail.

Brent wanted to show villagers how to raise butterflies to sell. And she knew just who could help: the school kids! If adults saw kids making money with butterflies, they might want to start their own farm—and protect the forest.



Draw Conclusions

What kind of person is Brent Davies? How do you know?



SCHOOLYARD FARM

Butterflies drink nectar from certain flowers, and they lay their eggs on other plants. When the eggs hatch, caterpillars come out and eat those plants. They eat and grow, and grow and eat. When they've grown enough, the caterpillars turn into pupae (PEW-pee). And those are what butterfly zoos buy.

Brent knew that villagers could find some pupae in the rainforest to sell. But if the people could get butterflies to lay eggs in one place, they could *raise* caterpillars—and get many more pupae.

They could even let some of the extra butterflies they raised go free in the rainforest. That would make sure the forest would always have plenty.

So, how to get started? To attract butterflies, Brent figured the villagers needed a garden full of nectar plants. They also needed an **enclosure** full of plants for caterpillars to eat. She talked to people at the school. Together they decided on a good spot in the schoolyard.



Inside an enclosed area, visitors can see plants grown for hungry caterpillars.

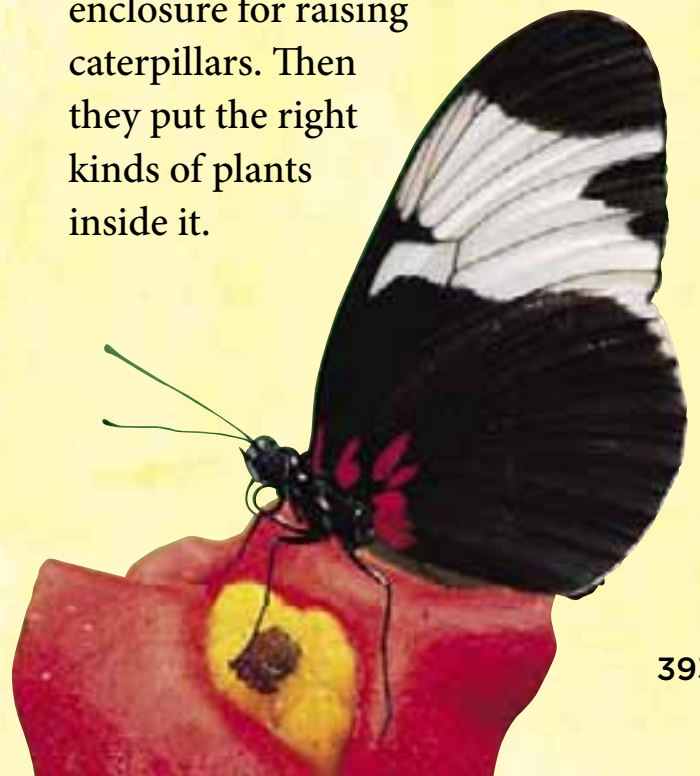


CLEARING AND PLANTING

First they had to clear a lot of trash out of the schoolyard. The kids pitched in and stuffed more than 100 sacks with trash. Soon people were stopping by to admire their work.

Then everyone helped dig up the soil so that plants could grow. That turned up lots of worms—which attracted lots of chickens. So the kids went on “chicken patrol,” chasing the birds away. Their butterfly garden needed those worms!

Next, they planted flowers to attract the butterflies. Beside the flower garden, they built the enclosure for raising caterpillars. Then they put the right kinds of plants inside it.



RAISING BUTTERFLIES

Butterflies from the forest flew to the garden to feed on the flowers. Brent taught the children how to capture the butterflies and take them into the enclosure. There, the butterflies laid tiny eggs on the special plants.

Brent also taught the children how to find caterpillars and eggs. (Some eggs are no bigger than the period at the end of this sentence.)

The kids learned to lift up leaves and look around the plants. They put the eggs and caterpillars they found into special feeding boxes. That way they could make sure the insects got plenty to eat.



Draw Conclusions

Why is it important for the kids to find as many eggs and caterpillars as possible?



◀ **Two handfuls of owl butterfly caterpillars are moved to a feeding box.**

After caterpillars turn into pupae, they are packed into boxes and shipped to zoos. ►





Blue morpho butterflies are bestsellers. Their wings have “eyespot” on the underside, but the topside is bright blue.

In the boxes, the caterpillars fattened up on leaves. Then they turned into pupae. The kids picked the pupae just as if they were picking a crop. They let some of the pupae turn into butterflies, and they put those back into the rainforest. But they sold the other pupae.

Today, the farm sells about 250 pupae every month. The money that’s earned goes to the school for materials and equipment. The first thing the kids bought was a ceiling fan so their schoolroom wouldn’t be so hot!

The best news is that some adults in the village have started doing what the kids have done—making farms for butterflies. They’ve learned from the kids how



The bottom blue morpho butterfly has just crawled out of its pupae case. The top one has been out for half an hour.



Kids in San Pasqual, California, gather eggs from plants outside their butterfly farm's enclosure.

MEANWHILE, BACK HOME

People at the San Diego Wild Animal Park helped start the butterfly farm in Costa Rica. Then they had another wild idea. Why not start this kind of farm at home in California?

They asked students at San Pasqual Union Elementary School if they wanted to get **involved**. People at the school agreed to do the same thing as the villagers in

Costa Rica.

Kids and adults set up a butterfly garden and an enclosed area. Some of the money they earn pays for special things for their school, such as science equipment.

Students from California have started writing to the students in Costa Rica about their butterfly businesses. Both groups of kids feel great about what they're doing



Charlie Hanscom is just one of the kids raising money for San Pasqual Union Elementary School by helping with the butterfly farm.

FLY AWAY WITH DEBORAH

REPORTER

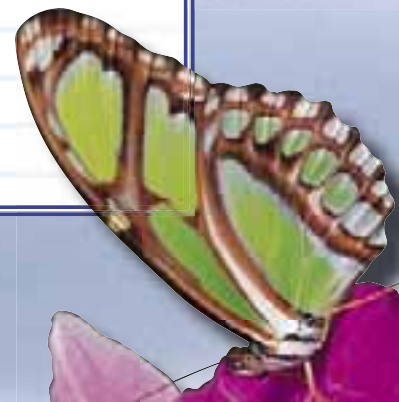
DEBORAH CHURCHMAN grew up next to a creek in the suburbs near Washington, D.C. Now she grows butterfly bushes and other wildlife-attracting plants in her yard for the enjoyment of her four kids and granddaughter. Deborah is a senior editor at *Ranger Rick*, where she writes articles about nature every day.



Find out more about
Deborah Churchman at
www.macmillanmh.com

Author's Purpose

What was Deborah Churchman's purpose for writing *Home-Grown Butterflies*? Did she want to entertain, inform, or persuade readers with this nonfiction article? How do you know?



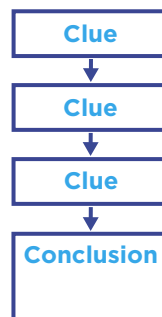


Comprehension Check



Summarize

Use the Conclusion Map to help you summarize “Home-Grown Butterflies.” Explain whether or not the children were able to help their community by growing butterflies.



Think and Compare

1. Was Brent Davies’s plan a success? Use your Conclusion Map and story details to answer. **Monitor Comprehension: Draw Conclusions**
2. Reread the last paragraph of “Home-Grown Butterflies” on page 396. Why do you think the California students started writing to the students in Costa Rica? **Analyze**
3. What would you change to make Brent Davies’s butterfly plan even more successful? **Apply**
4. The people of Barra del Colorado learned how to earn money without **harming** the rain forest. What is the importance of this lesson? Explain your answer. **Evaluate**
5. Read “Save Our Butterflies” on pages 386-387. How is this selection similar to “Home-Grown Butterflies”? How are the two selections different? Use details from both selections in your answer. **Reading/Writing Across Texts**





Poetry

Free Verse Poems do not have any regular pattern of line length, rhyme, meter, or stanzas.

Rhyming Poems use elements such as rhyme and rhythm to express feelings and ideas.



Literary Elements

Personification means human characteristics are given to an animal or thing.

Assonance is the repetition of the same or similar vowel sounds in a series of words.

The phrase “I have waited much longer before” shows the butterfly thinking as a person would.

Wait I can wait

For the fullness of wings

Wait I can wait
For the lift For the flight

A moment less

A moment more

I have waited much longer before

For the taste of the flower

For the feel For the sight

Wait I can wait

For the prize of the skies

For the gift of the air

Almost finished

Almost there

Almost ready

to rise

— Marilyn Singer



The

Brown and furry
Caterpillar in a hurry,
Take your walk
To the shady leaf, or stalk,
Or what not,
Which may be the chosen spot.
No toad spy you,

Hovering bird of prey pass
by you;
Spin and die,
To live again a butterfly.

— *Christina Rossetti*

“No” and “toad”
repeat the long “o”
sound to create
assonance.

Connect and Compare

1. Find an example of assonance in “Monarch Butterfly.” What changes would you make in “The Caterpillar” to include personification? **Apply**
2. What changes would you have to make in order to make “Monarch Butterfly” a rhyming poem? How could you make “The Caterpillar” a free verse poem? **Apply**
3. Which stage in “Home-Grown Butterflies” does “Monarch Butterfly” relate to? **Reading/Writing Across Texts**



Find out more about free verse and rhyming poems at
www.macmillanmh.com

Write a Magazine Article

Writer's Craft

Tone

Writers often use a serious **tone** for scientific topics. Their word choice—for example, using scientific terms and precise adjectives—helps set the tone. A reference book called a *thesaurus* helps writers find the right words.

I used a serious tone to report my research about earthworms.

Eat Dirt!

by Kamryn G.

Earthworms keep the soil in gardens healthy. How do they do it? One way is by eating dirt. They also eat dead plants, leaves, stems, and even animals. When the worms get rid of their digested food, they add good nutrients to the soil that help plants grow.

The second thing that earthworms do is dig horizontal tunnels in the soil. As they dig, they aerate the soil by turning it over and adding fresh air to it. When the soil is loose, it holds rainwater, and plants can spread their roots and grow.

I used the science word "aerate" to describe what an earthworm does.



Your Turn



Write a short magazine article of two paragraphs about a science topic. Choose a topic that interests you. Then, do research in magazines, books, or the Internet, with an adult's help. When you write your article, consider using a serious tone. A thesaurus can help you find the right describing words. Use the Writer's Checklist to check your writing.

Writer's Checklist

- ☒ **Ideas and Content:** Did I make my topic clear?
- ☒ **Organization:** Did I organize my information?
- ☐ **Voice:** Did I use a serious **tone** in the article so it tells the facts without showing my feelings?
- ☒ **Word Choice:** Did I use precise adjectives that help the reader understand my topic?
- ☒ **Sentence Fluency:** Did I avoid writing a lot of short and choppy sentences?
- ☒ **Conventions:** Did I use commas correctly? Did I use adjectives and adverbs correctly? Did I check my spelling?



Test Strategy

On My Own

The answer is not in the selection. Form an opinion about what you read to answer questions 4 and 5.

A Change in Plans

by Samantha Gray

Parents hope to replace this old jungle gym with a new one when Wilson School's new playground is built.



The playground at Wilson School has been around for many years. It was just the right size when the school was built. Now the school has many more students, so the playground just isn't big enough anymore.

In October of last year, the Smithville City Council made a promise to build a bigger playground this summer. It will have more swings, slides, and basketball hoops, as well as a modern jungle gym.

On Monday night, the Wilson School Parents Group learned that the playground will not be finished this summer.

City Council President John Tang told the parents that work will start this summer, but it will take a year for the playground to be built. In the meantime, students will have no playground.

Many parents were upset. They said that students, parents, and school staff have been looking forward to the new playground for a long time.



John Tang explains why the playground will not be built on time.

Why the Plan Changed

During the meeting, one parent spoke up. “Why will it take a whole year to build a simple playground?” she asked.

Mr. Tang said that construction workers are currently working on many projects. They will tear up the old playground over the summer. Then throughout the year they will work on the new playground.



Answer Questions



Disappointed parents listen to the city council president's speech.

Parents Propose a Solution

The Wilson School Parents Group met again on Tuesday night to talk about the problem. After a few hours, they came up with a solution.

Parents asked the city council to wait until the fall to begin the project. Builders could do the work during the school year. In the meantime, the old playground would still be there for students to use this summer. In addition, parent volunteers would donate their time during the year to help keep the project on schedule.

Directions: Answer the questions.

1. What is the theme of this selection?

- A** Playgrounds are a waste of time.
- B** Building a playground is not very important.
- C** Parents should take charge of school playgrounds.
- D** If people work together, they can solve problems.

2. Why are “Why the Plan Changed” and “Parents Propose a Solution” set apart and in blue letters?

- A** so the reader will stop reading
- B** so the reader will know what the next section is about
- C** so the reader doesn’t have to read the rest of the text
- D** so the reader will understand the title

3. What might the city council have done differently?

- A** spoken to parents as soon as there was a problem
- B** ignored parents’ wishes
- C** asked students to help build the playground
- D** cancelled the project

4. Explain how this article would be written if the theme was “be happy with what you have.”

5. Do you agree with the solution that the parents group presented? Why or why not?

Tip

Form an opinion.

Writing Prompt

Write a three-paragraph news story about a school event. Answer *who*, *what*, *where*, *when*, and *why*. Make sure each paragraph has a topic sentence and supporting details.

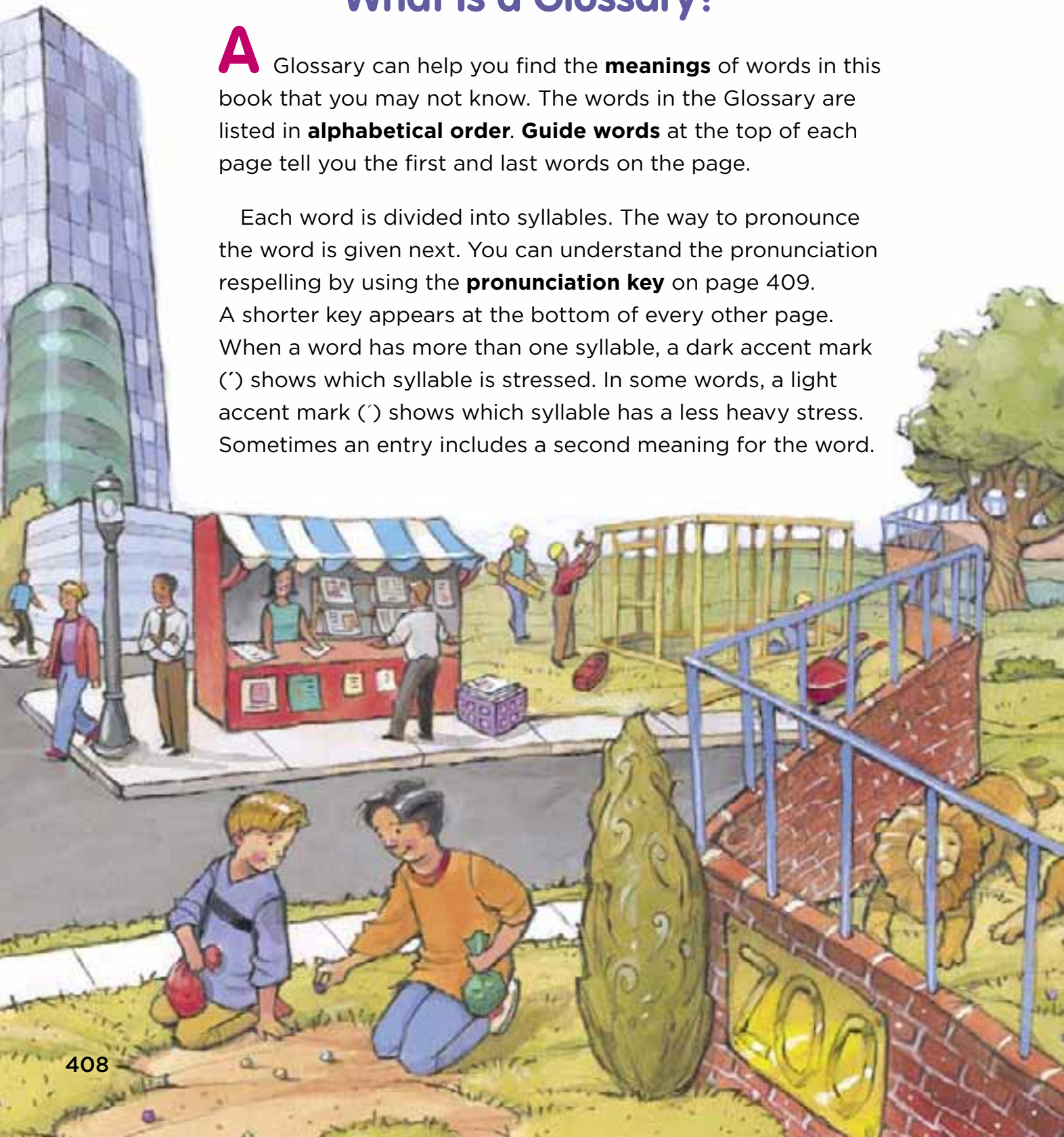


Glossary

What Is a Glossary?

A Glossary can help you find the **meanings** of words in this book that you may not know. The words in the Glossary are listed in **alphabetical order**. **Guide words** at the top of each page tell you the first and last words on the page.

Each word is divided into syllables. The way to pronounce the word is given next. You can understand the pronunciation respelling by using the **pronunciation key** on page 409. A shorter key appears at the bottom of every other page. When a word has more than one syllable, a dark accent mark (ˈ) shows which syllable is stressed. In some words, a light accent mark (˘) shows which syllable has a less heavy stress. Sometimes an entry includes a second meaning for the word.

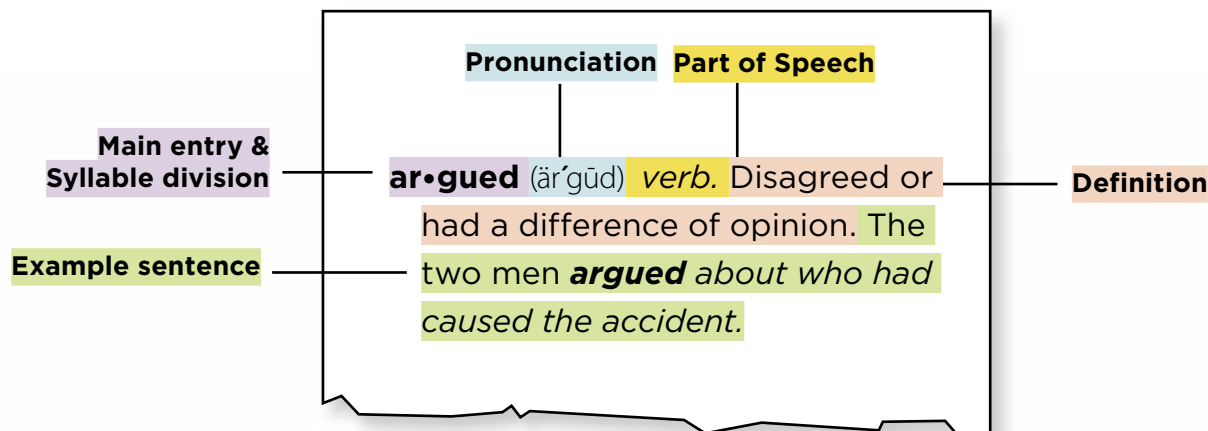


Guide Words

First word on the page

Last word on the page

Sample Entry



Pronunciation Key

Phonetic Spelling

Examples

a	at, bad, plaid, laugh
ā	ape, pain, day, break
ä	father, calm
âr	care, pair, bear, their, where
e	end, pet, said, heaven, friend
ē	equal, me, feet, team, piece, key
i	it, big, give, hymn
ī	ice, fine, lie, my
îr	ear, deer, here, pierce
o	odd, hot, watch
ō	old, oat, toe, low
ô	coffee, all, taught, law, fought
ôr	order, fork, horse, story, pour
oi	oil, toy
ou	out, now, bough
u	up, mud, love, double
ū	use, mule, cue, feud, few
ü	rule, true, food, fruit
ù	put, wood, should, look
ûr	burn, hurry, term, bird, word, courage
ə	about, taken, pencil, lemon, circus
b	bat, above, job
ch	chin, such, match

Phonetic Spelling

Examples

d	dear, soda, bad
f	five, defend, leaf, off, cough, elephant
g	game, ago, fog, egg
h	hat, ahead
hw	white, whether, which
j	joke, enjoy, gem, page, edge
k	kite, bakery, seek, tack, cat
l	lid, sailor, feel, ball, allow
m	man, family, dream
n	not, final, pan, knife, gnaw
ng	long, singer
p	pail, repair, soap, happy
r	ride, parent, wear, more, marry
s	sit, aside, pets, cent, pass
sh	shoe, washer, fish, mission, nation
t	tag, pretend, fat, dressed
th	thin, panther, both
th	these, mother, smooth
v	very, favor, wave
w	wet, weather, reward
y	yes, onion
z	zoo, lazy, jazz, rose, dogs, houses
zh	vision, treasure, seizure

Aa

a·chieve (əchēv') *verb*. To do or carry out successfully. *Did Thomas **achieve** his goal of cleaning his desk before the bell rang?*

ap·pli·an·ces (əplī'əns əz) *plural noun*. Small machines or devices that have particular uses, such as toasters, refrigerators, and washing machines. *The store was crowded because of the sale on kitchen **appliances**.*

ar·chi·tects (är'ki tekts') *plural noun*. People who design buildings and supervise their construction. *A group of **architects** showed up at the empty lot and began planning the building they wanted to make there.*

ar·gued (är'gūd) *verb*. Disagreed or had a difference of opinion. *The two men **argued** about who had caused the accident.*

ar·tist's (är'tists) *possessive noun*. Belonging to a person who is skilled in painting, music, literature, or any other form of art. *The chef uses an **artist's** touch when he puts the toppings on his famous desserts.*

au·to·mat·i·cal·ly (ô'təmat'ik əl lē) *adverb*. Gets done without a person's control. *Digestion takes place in the body **automatically**.*

Bb

batches (bach'əz) *plural noun*. Groups of things prepared or gathered together. *Tracey and Darryl made several **batches** of cookies for the bake sale at the library.*

beamed (bēmd) *verb*. **1.** Shined brightly. *The sun **beamed** down on the field.* **2.** Smiled brightly. *Marleigh **beamed** when she thought about the joke Raffi told yesterday.*



blos·somed (blos'əmd) *verb*. Grew or developed. *The student kept practicing until she **blossomed** into a wonderful violinist.*

boast-ing (bōst'ing) *verb*. Talking with too much pride. *Everyone got annoyed when Lisa started **boasting** about her new bicycle.*

busi-ness (biz'nis) *noun*. **1.** The work a person does to earn a living. *Kenneth worked in the fashion **business** for eight years.* **2.** The buying and selling of things; trade. *The kite shop does good **business** in the summer.*

Cc

cap-ture (kap'chər) *verb*. To catch and hold a person, animal, or thing. *The park rangers were trying to **capture** the bear that was roaming the picnic area.*

clumps (klumps) *plural noun*. Groups or clusters. *After Jennifer went swimming, she had **clumps** of knots in her long hair.*

com-bine (kəm bīn') *verb*. To join together; unite. *We will **combine** eggs, flour, and milk to make batter for pancakes.*

com-mu-ni-ty (kəmū'ni tē) *noun*. **1.** A group of people who live together in the same place. *Our **community** voted to build a new library.* **2.** A group of people who share a common interest. *The scientific **community** is involved in important research projects.*

con-flict (kon'flikt) *noun*. A strong disagreement. *The school board is in **conflict** with the mayor's office about where to build the playground.*

con-struc-tion (kən struk'shən) *noun*. The act or process of building something. *It was interesting to watch the **construction** of the new grocery store.*



con-tain (kən tān') *verb*. To hold inside. *The storage boxes **contain** clothes.*

at; âpe; fâr; câre; end; mē; it; îce; pîerce; hot; ôld; sông; fôrk; oil; out; up; ūse; rûle; pûll; tûrn; chin; sing; shop; thin; this; hw in white; zh in treasure.

The symbol **ə** stands for the unstressed vowel sound in about, taken, pencil, lemon, and circus.

con-ver-sa-tion (kon'vər sā'shən) *noun*.

Talk between two or more people. *It was difficult to have a **conversation** with Jerry because of all the loud construction noises.*

crate (krāt) *noun*. A box made of pieces of wood. *The grocery store worker emptied the **crate** filled with grapes onto the fruit stand.*

crouch (krouch) *verb*. To stoop or bend low with the knees bent. *The firefighters had to **crouch** to pick up the hose.*

Dd

de-clared (di klârd') *verb*. Stated strongly and firmly. *They **declared** that they were right and nothing would change their minds.*

de-mand (di mand') *noun*. An urgent requirement or need. *Katie knew there was a **demand** for blankets at the dog shelter.*

de-serve (di zûrv') *verb*. To have a right to something. *I believe I **deserve** to be on the soccer team because I practiced after school and on weekends.*

de-ter-min-a-tion (di tûr'mənā'shən) *noun*. A firm purpose. *Miguel's **determination** made him study very hard to get the best test score in the class.*

di-rec-tions (di rek'shənz) *plural noun*.

1. Lines leading to a place or point. *The class decided to walk in two different **directions**: the boys headed for the lake, and the girls went toward the woods.* **2.** Orders or instructions on how to do something or how to act. *Follow the **directions** on the package to cook the soup.*

dis-ap-pear (dis'əpîr') *verb*. To stop existing or become extinct. *Elephants began to **disappear** because so many people hunted them for their tusks.*

dis-pute (dis pût') *noun*. A disagreement. *I had a **dispute** with my sister about her messiness.*

down-town (doun'toun') *adjective*.

Located in the main part or business district of a town. *My mother works in the **downtown** office.*



Ee

en-clos-ure (en klō'zhər) *noun*. A place that is surrounded by a fence or wall on all sides. *The animals were kept in an **enclosure** until their owners came to pick them up.*

e-quip-ment (i kwip'mənt) *noun*. Anything that is provided for a special purpose or use. The firefighters showed the class all the different **equipment** they have and how it is used.



es-cape (es kâp') *verb*. To become free. *The students wanted the bell to ring so they could **escape** the heat of the classroom.*

ex-act (eg zakt') *adjective*. Very accurate. *I need to know the **exact** time because I can't be one minute late.*

ex-isted (eg zis'təd') *verb*. Was real. *Tyler couldn't believe that a movie theater once **existed** where his house now stood.*

Ff

fab-ric (fab'rik) *noun*. A material made from fibers, such as cotton, silk, or nylon. *My mother bought the **fabric** to make our costumes.*

Word History

Fabric has a complicated history, from the Latin *faber*, meaning “workman,” and *fabrica*, “craft” or “workshop,” to the Old French *fabrique*, and finally the Middle English *fabryke*, which meant “something constructed.”

fled (fled) *verb*. Ran away from something. *Many families **fled** the hurricane coming toward them.*

form (fôrm) *noun*. The outline of something; shape. *Steve saw the dim **form** of the Golden Gate Bridge through the fog.*

func-tion (funk'shən) *noun*. A specific use or purpose. *An usher's **function** is to help people find their seats.*

at; âpe; fâr; câre; end; mē; it; îce; pîerce; hot; ôld; sông; fôrk; oil; out; up; ūse; rûle; pûll; tûrn; chin; sing; shop; thin; this; hw in white; zh in treasure.

The symbol **ə** stands for the unstressed vowel sound in about, taken, pencil, lemon, and circus.

Gg

ge·o·met·ric (jē'əmet'rik) *adjective*.

1. Consisting of or decorated with lines, angles, circles, triangles, or similar shapes. *The rug in my bedroom has a **geometric** design of blue circles and yellow squares.* **2.** Having to do with geometry. *A cone is a **geometric** shape.*



gift (gift) *noun*. Something given to someone, such as a present. *Nigel received a special **gift** on his birthday.*

grace (grās) *noun*. Beautiful movement, or style. *The dancer moved with **grace** on the stage.*

grown-ups (grōn'ups) *plural noun*. Adults. *The children were playing games while the **grownups** prepared the dessert.*

grum·bled (grum'bəld) *verb*. Complained in a low voice. *The class **grumbled** when the teacher gave them a lot of homework to do over the holiday.*

Hh

harm·ing (härm'ing) *verb*. Doing damage to or hurting. *The construction company was told that it was **harming** the environment because it cut down so many trees.*

his·tor·i·cal (hi stôr'i kəl) *adjective*. Having to do with history. *This book contains **historical** information, such as how our town began and who its leaders have been.*

hives (hīvz) *plural noun*. Boxes or houses for bees to live in. *We were warned to stay away from the bee **hives** that were in the park.*



Ii

im-age (im'ij) *noun*. A picture of a person or thing. I still have an **image** in my head of the beautiful sunset at the beach.

Word History

Image comes from the Latin *imago*, or *imitari*, "to imitate."

in-di-vid-u-al (in'dəvij'ü əl) *adjective*. Single; separate. The coffee was served with **individual** packets of sugar.

in-flu-enced (in'flü ənst) *verb*. Had an effect on, especially by giving suggestions or by serving as an example. *The older members of my family **influenced** me in many ways when I was growing up.*

in-gre-di-ent (in grē'dē ənt) *noun*. Any one of the parts used in a recipe or mixture. *The baker was missing one **ingredient** for making a cake.*

in-ter-rupt-ed (in'tərup'təd) *verb*. Broke in upon or stopped something or someone. *A loud car alarm **interrupted** our teacher from speaking.*

in-ter-viewed (in'tər vūd') *verb*. Obtained information from someone by asking questions. *Last night my favorite actress was **interviewed** on television.*

in-volved (in volvd') *adjective*. Taken up with. *Many students said that they wanted to become **involved** in raising money for the park.*

Kk

kind-heart-ed (kīnd'här'tid) *adjective*. Having or showing a friendly or gentle nature. *The **kindhearted** woman put food outside her house for birds to eat during the winter.*

Ll

leak-y (lē'kē) *adjective*. Having a hole or small opening that water, light, or air can pass through. *The **leaky** hose caused a big puddle whenever I tried to water the plants.*

lone-some (lōn'səm) *adjective*. Not often visited by people; deserted. *The **lonesome** house in the swamp was a sad sight.*

at; āpe; fār; câre; end; mē; it; ĭce; pĭerce; hot; ōld; sōng; fōrk; oil; out; up; ūse; rŭle; pŭll; tŭrn; chin; sing; shop; thin; this; hw in white; zh in treasure.

The symbol **ə** stands for the unstressed vowel sound in about, taken, pencil, lemon, and circus.

luck-i-est (luk'ē est') *adjective*. Having or bringing the most good luck. *Of all the contest winners, James was the **luckiest**; he won the grand prize.*

Mm

mag-nif-i-cent (mag nif'əsənt) *adjective*. Very beautiful and grand. *We walked through the **magnificent** garden and admired all the beautiful flowers.*

mar-mo-sets (mār'məzetz') *plural noun*. Small, tropical monkeys with claws, soft thick fur, tufted ears, and long tails. *Michael enjoyed watching the **marmosets** at play.*

mas-ter-piece (mas'tər pēs') *noun*. **1.** A great work of art. *The painting Mona Lisa by Da Vinci is thought to be a **masterpiece**.* **2.** Something done with great skill. *Her plan to surprise her brother on his birthday was a **masterpiece**.*



marmoset

Nn

na-tive (nā'tiv) *adjective*. Originally living or growing in a region or country. *The cheetah is **native** to sub-Saharan Africa.*

need-y (nē'dē) *adjective*. Very poor; not having enough to live on. *Food and clothing were donated to **needy** families in the area.*

news-pa-per (nüz'pā'pər) *noun*. A publication printed on sheets of paper that contain news and are published every day or every week. *Many people read the **newspaper** every morning on the way to work.*

numb (num) *adjective*. Lacking feelings. *The members of the basketball team were **numb** after they lost the championship game.*

Oo

of-fi-cial (əfish'əl) *adjective*. Coming from or approved by authority. *The referee announced the **official** score of the basketball game.*

or-gan-i-za-tion (ôr'gāni zā'shən) *noun*. A group of people joined together for a specific purpose. *Her father joined a business **organization**.*

o·rig·i·nal (ərij'ənəl) *adjective*. **1.** Made, done, thought of, or used for the first time; new. *There are not many **original** ideas coming out of Hollywood anymore.* **2.** Able to do, make, or think of something new or different. *One doesn't need to be an **original** thinker to watch television.* **3.** Relating to or belonging to the origin or beginning of something; first. *The **original** owners moved out of the house years ago.*

own·ers (ō'nərz) *plural noun*. People who possess something. *Sarah was very proud that the knitting shop was doing well because she was one of the **owners**.*

Pp

per·son·al·i·ty (pûr'sənal'ī tē) *noun*. All the qualities, traits, habits, and behavior of a person. *It was in her **personality** to always be cheerful.*

pit·i·ful (pit'ī fəl) *adjective*. Making people feel sorrow for. *The boy standing outside in the cold without his coat looked **pitiful**.*

pos·ses·sions (pəzesh'ənz) *plural noun*.

Things that are owned by someone. *Many of his **possessions** were stolen by thieves who broke into his house.*

pow·ered (pou'ərd) *verb*. Filled with the energy to function or operate. *The toy truck was **powered** by batteries.*

pre·served (pri zûrvd') *verb*. Protected; kept from harm. *The refrigerator door was closed so that the food's freshness could be **preserved**.*

pride (prīd) *noun*. **1.** A person's feeling of self-respect, dignity, and self-worth. *Although Rhonda did not score an A in science class, she never lost her sense of **pride**.* **2.** A company of lions. *The antelope were startled by a small **pride** moving in their direction.*



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pro·duce (prədüs' for verb; prō'düs for noun)
verb. To make or create something.
*The class was asked to **produce** a play about the signing of the Declaration of Independence.* *noun.*
 Farm products, such as fruits and vegetables. *Mom likes to buy fresh **produce** from the farmer's market.*



profits (prof'its) *plural noun.* Amounts of money earned on sales. *The difference in **profits** that winter between the two shops was small.*

pro·tect (prətekt') *verb.* To defend from harm. *Mr. Trang put on a heavy overcoat to **protect** himself from the cold.*

pur·chased (pûr'chəst) *verb.* Got something by paying money for it. *Lester's mother **purchased** a bicycle to give to him for his birthday.*

Qq

quar·rel·ing (kwôr'əl ing') *verb.* Having a heated argument. *My uncles were always **quarreling** about which baseball team was better.*

Rr

rebuild (rē bild') *verb.* To build again or repair. *The farmer wanted to **rebuild** his shed after the storm blew it down.*

rec-i-pes (res'əpēz) *plural noun.* Lists of ingredients and instructions for making something to eat or drink. *My mother has many cookie **recipes**.*

rent (rent) *noun.* A payment for the use of something. *The **rent** for the house was more than he was willing to pay.* *verb.* **1.** To get the right to use something in return for payment. *Katie and Jill planned to **rent** an apartment together once they finished college.* **2.** To give the right to use something in return for payment. *The landlord wanted to **rent** out the apartment to a quiet tenant.*

re·quire·ments (ri kwīr'mənts) *plural noun.*

Things that are necessary; demands or needs. *There were certain **requirements** the students had to meet before they could move on to the next grade.*

re·search (rē'sûrch, ri sûrch') *noun.* A careful study or investigation in order to learn facts. *A lot of **research** had to be done before the paper could be written.*

Word History

The Old French *recerchier*, which means “to search closely,” is where the word **research** comes from.

re·solve (ri zolv') *verb.* To settle, explain, or solve. *Barry can **resolve** the situation by offering to pay for anything that has been broken.*

re·spect (ri spekt') *verb.* To have or show honor or consideration. *It is important to **respect** the opinions of others, even if you don't agree with everything they say.*

re·treats (ri trêts') *verb.* Goes back or withdraws, as from danger. *A tigress **retreats** when it realizes it is outnumbered.* *plural noun.* Places to go to for safety, peace, and comfort. *Staying in **retreats** was a helpful way for Bob to leave his problems behind him.*

ru·ined (rū'ind) *verb.* Damaged greatly or harmed. *The flood **ruined** all our carpets in the basement.*

Ss

sched·ule (skej'ül, əl) *noun.* A list of times, events, or things to do. *He checked his **schedule** to make sure he would be available.*

Word History

Schedule has a long history: starting with the Greek *skhida*, “to split”; the Latin *scida*, “papyrus strip”; the Old French *cedule*, and Middle English *sedule*, which both mean “slip of parchment” or “paper, note.”

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school-house (skül'hous') *noun*. A building used as a school. *On Friday night, a dance was held at the schoolhouse.*



scram-bled (skram'bæld) *verb*. Moved or climbed quickly. *We all scrambled to the finish line in the three-legged race.*

screamed (skrēmd) *verb*. Made a loud cry or sound. *The woman screamed when she saw her baby crawling close to the pool.*

seized (sēzd) *verb*. Took hold of or grabbed. *The guard seized the money out of the thief's hand.*

sep-a-rate (sep'ərāt') *verb*. To set apart or place apart. *After the big fight, we had to separate the cat and the dog and put them in different rooms.*

se-quence (sē'kwəns) *noun*. **1.** The coming of one thing after another in a fixed order. *The sequence of even numbers from one to ten is 2, 4, 6, 8, 10.* **2.** A series of connected things. *A sequence of drawings showed the figure moving from left to right.*

ser-vi-ces (sūr'vis əz') *plural noun*. A variety of tasks or acts done for others, usually for pay. *The car wash provided other services, such as dusting and vacuuming inside the car.*

shal-low (shal'ō) *adjective*. Not deep. *All the young children were playing in the shallow part of the pool.*

shel-ter (shel'tər) *noun*. Something that covers or protects. *Once it began to rain, the group immediately looked for shelter.*

should-n't (shüd'ənt) *verb*. Contraction of should not. *You shouldn't run with scissors in your hands.*

shud-dered (shud'ərd) *verb*. Trembled suddenly. *The house shuddered during the earthquake.*

side-walks (sīd'wôkz') *plural noun*. Paths by the side of the street or road, usually made of cement. *Vladimir and Bill were paid to shovel snow off the sidewalks around their apartment building.*

sleek (slēk) *adjective*. Looking healthy and well cared for. *Everyone admired the **sleek** poodle at the dog show.*

slee-py (slē'pē) *adjective*. Ready for or needing sleep. *After a big dinner, Raymond felt very **sleepy** and sat down on the couch.*

slo-gan (slō'gən) *noun*. A phrase, statement, or motto. *Today our teacher asked us to think up a **slogan** for our science club.*

sprout (sprout) *verb*. To begin to grow. Maria was pleased to see that the sunflower seeds she planted were finally beginning to **sprout**. *noun*. A new growth on a plant; bud or shoot. *There was a **sprout** on the plant that would soon become a leaf.*



stor-age (stôr'ij) *noun*. A place for keeping things for future use. *Mr. Chen used his garage mainly for **storage**.*

strolled (ströld) *verb*. Walked in a slow, relaxed manner. *The tourists **strolled** through the streets looking at all the big buildings and store windows.*

struc-tures (struk'chəz) *plural noun*. Things that are built, such as buildings. *From so far away, the **structures** on the horizon were hard to make out.*

Word History

Structure comes from the Latin word *struere*, which means “to construct.”

stur-dy (stûr'dē) *adjective*. Strong or solid. *The new table is very **sturdy**, and we are able to put many heavy boxes on it.*

sup-ply (səplī') *noun*. An amount of something needed or available for use. *We had a **supply** of candles and batteries in the closet in case of an emergency.*

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The symbol **ə** stands for the unstressed vowel sound in about, taken, pencil, lemon, and circus.

sway (swā) *verb*. To move or swing back and forth or side to side. *The trees began to gently **sway** in the tropical wind.*



Tt

tast-y (tās'tē) *adjective*. Having a pleasant flavor. *The freshly baked brownies were very **tasty**.*

tend (tend) *verb*. To look after or take care of something. *It was the farmer's job to **tend** to the cows and chickens and make sure they had enough food.*

thrilled (thrild) *verb*. Filled with pleasure or excitement. *The team members were **thrilled** when they heard their best player was not badly injured.*

tour (tūr) *noun*. A trip or journey in which many places are visited or many things are seen. *The guide led a **tour** through the museum and explained all the famous artwork.*



trad-ers (trā'dərz) *plural noun*. People who buy and sell things as a business. *The **traders** went to the settlers to sell them blankets and clothes.*

Vv

vol-un-teers (vol'an tîrz') *plural noun*. People who offer to do things by choice and often without pay. *Several **volunteers** showed up to help clean up the park and paint the fence.*

Ww

wailed (wāld) *verb*. Made a long and sad cry, especially to show grief or pain. *The baby **wailed** when she dropped her toy.*

Yy

ya-poks (yəpoks') *plural noun*. Tropical aquatic opossums with dense fur, webbed feet, and long tails. *The young **yapoks** huddled together beneath the shade of the palm tree.*

yearned (yûrnd) *verb*. Felt a strong and deep desire. *The school team **yearned** for the chance to play.*

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